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ABSTRACT

Developed as a guide for educational planners interested in expanding their career guidance and career education delivery system, this handbook suggests general plans, procedures, staffing patterns, activities, and resources in eight chapters. Chapter 1 provides a broad perspective on the rationale for career resource centers. Chapter 2 covers various tasks related to early planning efforts. General guidelines for physical facilities, effective space management, and display plans are presented in chapter 3. Chapter 4 is devoted to staffing considerations. Chapter 5 provides procedures to assist in career information materials acquisition and selection. Chapter 6 promotes the importance of effective public relations. Chapter 7 describes feasible programs, services, and activities designed to promote career resource center utilization. Chapter 8 presents the importance of evaluation for the continued improvement of operating career resources centers and includes practical suggestions for process and outcome evaluations. Appendixes include the following: Overview of Federal legislation, proposal for developing a career resource center, selected sources of career information, ERIC clearinghouses, selected career resources on a limited budget, computer-assisted guidance, and a bibliography on designing a career resource center. In addition, 37 exhibits are included throughout the handbook. (TA)

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ED143883

# CAREER RESOURCE CENTERS

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U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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## FOREWORD

Parents, employers, teachers, and counselors have accelerated their requests for a wide variety of career information and guidance services. These emerging calls for assistance have increased in both number and complexity and have placed stress on available staff, facilities, and resources. In addition, federal legislators have been aware of this need and have recently legislated funds to support the development, maintenance, and evaluation of career resource centers in order to impact on the career development needs of youth and adults.

This handbook has been developed as a guide for educational planners in local schools, post-secondary institutions and other community settings who are interested in expanding their career guidance and career education delivery system. The career resource center handbook suggests general plans, procedures, staffing patterns, activities, and resources. These suggestions are shared with the intent that they will generate enthusiasm among educators and to focus greater attention on the career development needs of community youth and adults and ways of facilitating resolutions.

It should be emphasized that this handbook only presents general guidelines. Each community has unique needs and resources and is encouraged to study alternative methods of planning and implementation of career resource centers. It is through the process of utilizing local ingenuity and imagination that local schools will improve the status of their career guidance programs and activities.

Robert E. Taylor
Executive Director
The Center for Vocational Education

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The valuable insights gained from all the above-mentioned individuals aided in making this handbook a practical guide.

It should be further stated that this handbook is one of several products under the Michigan Career Exploration Project. This project was coordinated by the Michigan Department of Education in cooperation with Bay-Arenac Intermediate School District, Eastern Upper Peninsula Intermediate School District, and Wayne County Intermediate School District.

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# INTRODUCTION

**CAREER EDUCATION PERSPECTIVE**

In 1970, Dr. Sidney Marland, then U.S. Commissioner of Education, coined the term "career education"—the unifying force for achieving a higher degree of relevancy in education. The significance of career education was recognized with the signing of Public Law 93-380, the 1974 Amendments of the Elementary and Secondary Educational Act of 1965. Great emphasis is placed now on a systematic approach to the implementation of career education. Career resource centers are in the forefront of such a systematic approach.

**A STATE VIEW**

Many states already have made great strides in career education. Among the leaders is Michigan. In this state, career education exists as a result of extensive efforts on the part of many people. The signing of state Public Law 97 in May, 1974 established career education in Michigan. As mandated, each school district in the state is charged with the task of developing a plan for implementing career education. Career education efforts do not stop at the secondary level as can be evidenced by the consortium of institutions of higher learning formed to assist in furthering career education in Michigan. Its purpose is to coordinate and plan efforts relevant to the implementation of the Michigan Career Education Model.

The Michigan State Department of Education has developed numerous documents to assist local schools in integrating career education into the curriculum. Suggested goals for career development are displayed in *A Reference Guide of Career Development Goals and Performance Indicators*. Michigan's *Career Guidance Process Guide* aids program planners in the systematic formulation of guidance programs. *Ideas for Activities* presents a compedium of suggestions for classroom use that are based on the career development goals and performance indicators.

*Career Resource Centers* can be related easily to such ongoing state efforts in career guidance and career education. For example, this guide can serve as a component of Michigan's "Resource Materials" section of the *Career Education Handbook for Implementation* which contains seven major sections designed to assist educational leaders in formulating career education plans.

Also, Michigan was one of the eight demonstration sites which received a grant from the U.S. Department of Labor for the development of statewide occupational information systems. The Michigan Occupational Information System (MOIS) is an information gathering, storing, and dissemination system which employs microfiche and computer applications for information retrieval. MOIS addresses itself to the need for current Michigan occupational information. MOIS also contains information on careers in the armed services and a listing of all Michigan's community colleges, four-year colleges and universities, two- and four-year private schools, and the programs they offer. The career resource center provides the organized structure for delivering MOIS through a centralized location in each local educational setting.

## ABOUT THIS GUIDE

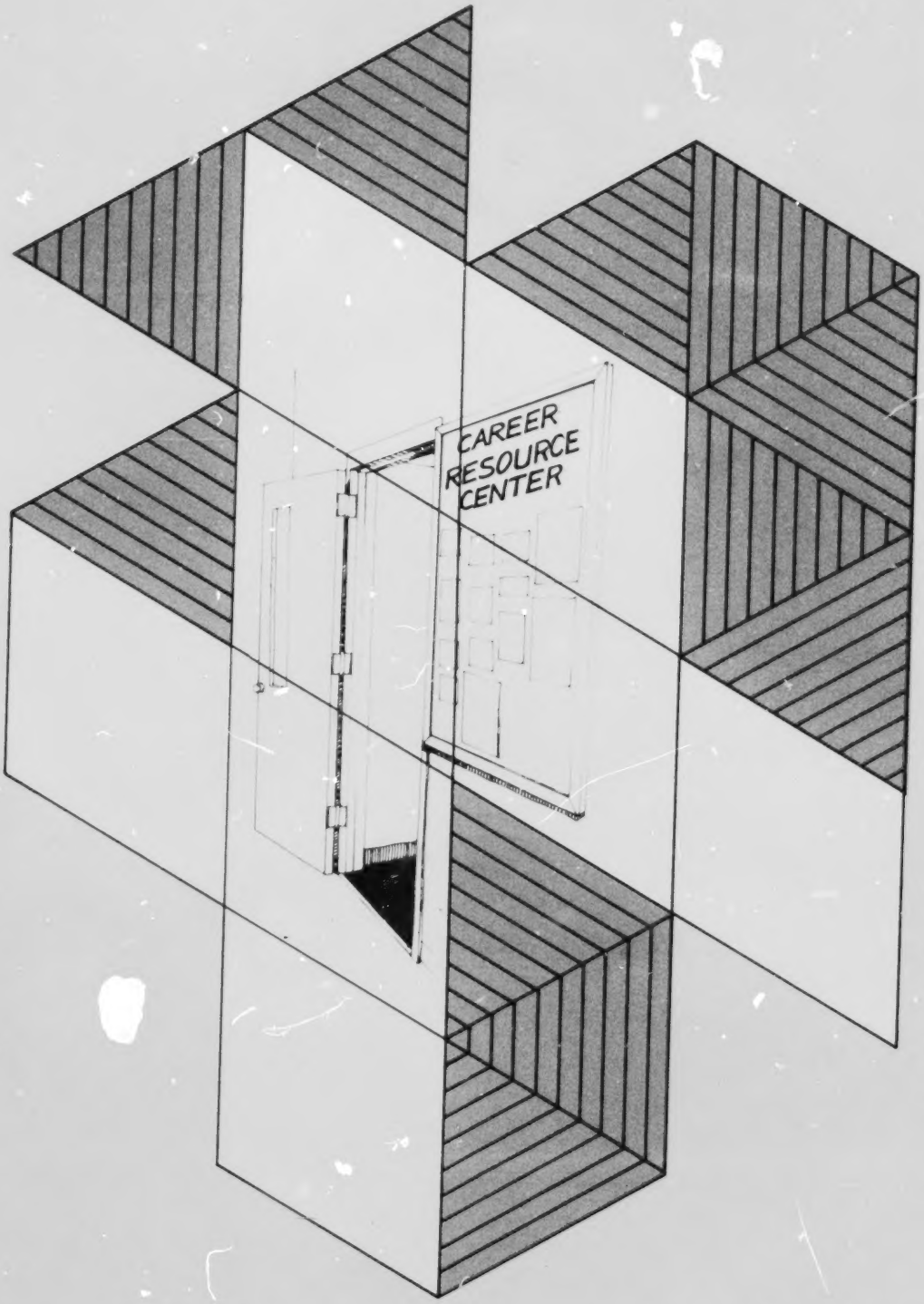
Although the career resource center concept has gained acceptance, a need remains for a plan which outlines the organization, implementation, and evaluation approaches in a systematic way. This handbook attempts to fill that need by assisting personnel in the tasks required to establish effective career resource centers.

This guide is divided into eight chapters. Chapter I provides a broad perspective on the rationale for career resource centers. Chapter II details the preliminary planning stages necessary for getting the idea "off the ground." Contents in this chapter cover various tasks related to early planning efforts. General guidelines for physical facilities, effective space management, and display plans are presented in Chapter III. Chapter IV is devoted to staffing considerations including such topics as responsibilities and staff competencies; inservice education of center staff; and suggested staffing patterns. Chapter V includes selecting and organizing career information. It provides procedures to assist in materials acquisition and selection. Chapter VI promotes the importance of effective public relations. Chapter VII describes feasible programs, services, and activities designed to promote career resource center utilization. This chapter expands the belief that a room where career-related materials are collected and displayed for use is not sufficient for an effective career resource center. Chapter VIII presents the importance of evaluation for the continued improvement of operating career resource centers. This chapter includes practical suggestions for process and outcome evaluations. In addition, the handbook presents several appendixes that will be of assistance to persons planning and operating career resource centers.

Overall, the handbook provides the means for individuals to design a career resource center especially suited to their unique needs. The handbook is useful in that it provides practical suggestions in terms of planning, implementation, and evaluation processes. However, it is limited to the extent that it cannot anticipate the idiosyncratic environments of all institutions. This handbook is particularly appropriate for career resource centers in secondary school settings. With minimum effort, the general plan can be tailored readily to fit most organizational settings.

# CHAPTER I

# HOW A CAREER RESOURCE CENTER IS SPECIAL



# CHAPTER I

# HOW A CAREER RESOURCE CENTER IS SPECIAL

**WHY HAVE CAREER RESOURCE CENTERS?**

Effective career planning and decision making are dependent upon accessibility of accurate and up-to-date career information and accessibility to programs and activities that impact on career development needs of individuals and groups. Assisting individuals to understand themselves and others; providing career awareness and exploration experiences; helping individuals develop career decision-making skills; and fostering career planning and placement skills are recognized as necessary for helping individuals establish and maintain various life roles—as student, worker, community member.

The positive developmental growth of all individuals throughout life can be greatly facilitated if the efforts to do so are appropriately conceived and properly channeled. A comprehensive approach is needed to effect the career development of individuals, preschool through adult. The career resource center has proven to be an effective means of delivering career education and career guidance. Career resource centers are designed to organize resources, both human and material, into a unified system so that they are readily available, accessible, and appropriate to centers' clients.

Career resource centers can be used in a variety of agencies that are involved with career guidance such as schools, community service agencies, employment and rehabilitation agencies, mental hospitals, and correctional settings. This guide focuses on career resource centers in educational settings. However, keeping in mind the unique needs of individuals in other settings, the guide has great applicability for all organizations.

Implementation of a career resource center has the potential for increasing student life role aspirations and expectations; lowering student attrition; providing better exposure to existing educational and work programs; giving individuals career information to base their career decisions upon; relating instruction to expected career outcomes; encouraging the appropriate placement of school leavers; and facilitating the accountability for career guidance and counseling programs.

The services provided by a career resource center should be designed to complement the academic preparation of students. The major purposes of most career resource centers should be to:

- provide up-to-date occupational, educational, and personal-social information;
- help individuals use resources to achieve their goals;
- promote thoughtful career planning and decision making;

- assist individuals in assessing and understanding their personal attitudes, values, interests, and aptitudes;
- foster the integration of career development activities into classroom instruction;
- provide a delivery system for career counseling services;
- prepare individuals for life role transitions; and
- provide a setting where individuals can feel comfortable in sharing their interests and concerns in a nonthreatening environment.

A career resource center provides the opportunity for many individuals to be served at one time. Therefore, it is a cost-effective way of providing career guidance.

**CLARIFICATION OF TERMINOLOGY**

"Centers" of various scopes and sizes have proliferated the educational scene in recent years. *Learning Centers,* for example, have been established in classrooms to facilitate individualized instruction. *Media Centers* have been instituted at the building, district, and state levels both to house audiovisual equipment and to disseminate—if not produce—all types of multi-media materials. *Instructional Resource Centers,* which produce and/or circulate instructional materials and aids, have been instituted usually at the building or district level in response to teachers' growing use of a variety of materials for instruction in place of relying on the traditional textbook. And libraries increasingly have been renamed *IMC* (Instructional Materials Center), *LRC* (Learning Resource Center), *MC* (Media Center) or *LC* (Learning Center) as their functions expanded beyond mere housing and circulation of printed materials to a more direct participation in the educational process. The *Career Resource Center* is the latest of these innovations.

Career resource centers can be labeled by a variety of terms. Among these are career centers, career guidance centers, career development centers, life role laboratories, and life planning laboratories. Often a name is selected to make the center more appealing to the clients and to promote its use. For instance, the name Future Shoppe was selected by Kalamazoo Valley Community College for this purpose.

The growth and change during the twentieth century created the conditions for various kinds of "centers" to emerge in schools. The abundance of media led to media centers and a changing role for some libraries. The effort to use a variety of teaching techniques made instructional resource centers necessary and important to teachers. Learning centers enhanced individualized instruction by providing students an area set aside in the classroom to conduct and pace his/her own instruction with the help of directions, task cards, record-keeping devices, media, and resources. The need to go outside the classroom to provide learning contributed to the unified concept of a library that serves as a center for using instructional materials of all kinds.

In recent years career guidance materials and media also have expanded greatly. The question is how to optimize effective use of materials and media. Many of these materials and media reflect an application to guidance of innovative teaching strategies such as simulation/gaming and programmed instruction. Concurrently, concern was mounting that schools were not adequately preparing students for a career. This criticism eventually resulted in a legislated call for reform through career education.

The career education movement has been accompanied by the publication of a vast array of materials to help teachers infuse career development concerns in the curriculum. Often drawing upon community resources, teachers and guidance counselors are now increasingly sharing the responsibility for a student's career development and personal growth.

Out of these conditions has arisen the innovation of career resource centers not only as a place near the guidance office to store and optimally use career guidance materials and media, but also as a means whereby career development can be addressed programmatically and career education efforts of teachers can be facilitated.

**WHO BENEFITS FROM CAREER RESOURCE CENTERS?**

The potential for using a career resource center to effectively address human needs is almost endless. Career guidance concerns of high school students and parents can be addressed effectively through such a facility. Teachers can find curriculum support materials in the center as well as assistance in material development and in-service training in the area of new teaching and guidance techniques. Also, it can be used to provide career guidance to community members who are making a midlife career change. It can be a significant influence in vocational rehabilitation efforts with such persons as ADC mothers, handicapped individuals, as well as certain mentally retarded youth and adults. Articulation with the programs of community agencies serving these handicapped and disadvantaged groups could be an important focus for career resource centers. The need for efforts directed toward individuals with drug-related problems may also be served. The retired members of the community also may be potential clients of a career resource center as well as individuals who are returning from the military, higher education, and correctional institutions.

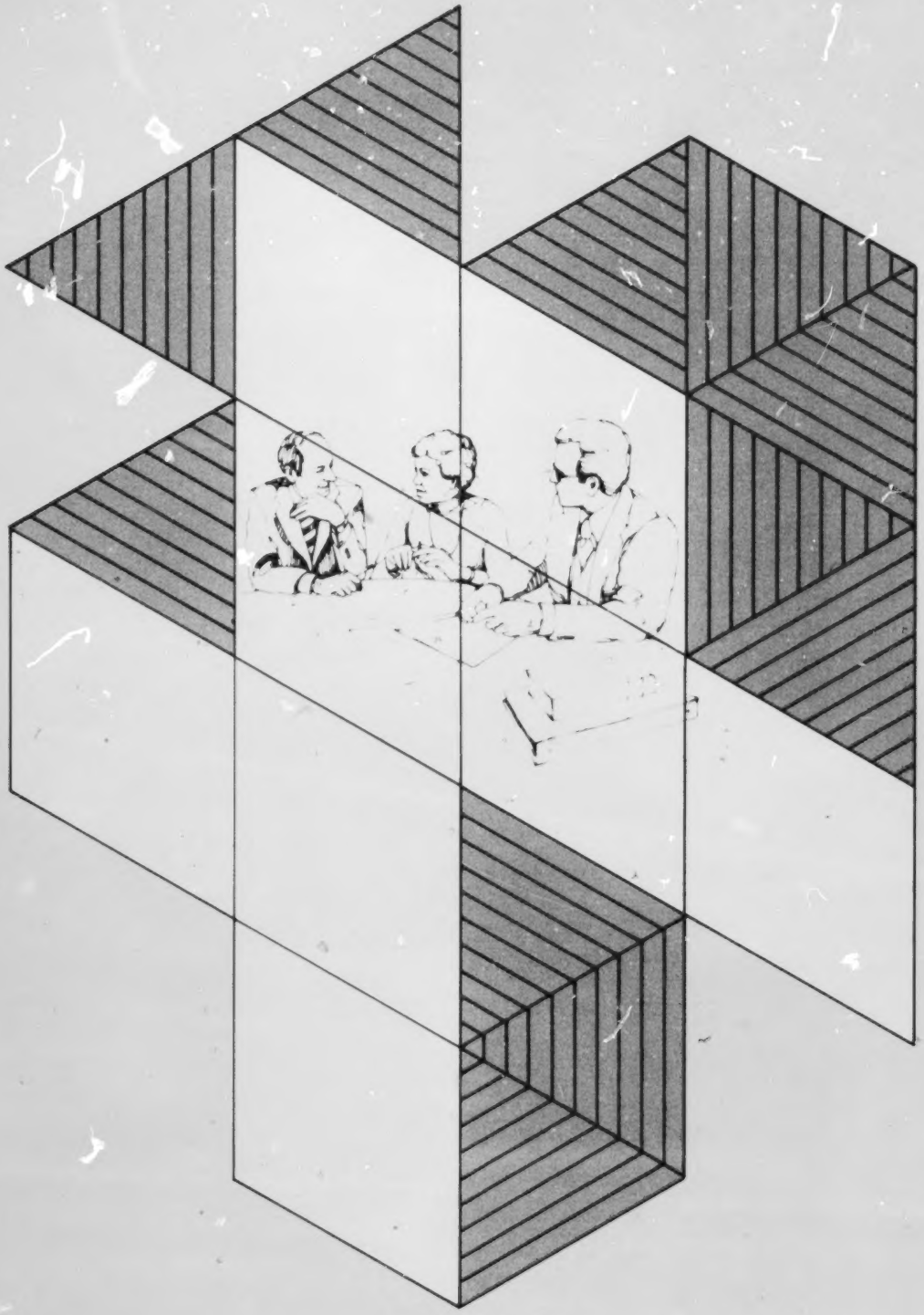
From the start, employers in the community are likely to be interested in the concept of a career resource center. The support of employers can be encouraged by addressing their needs in center services—job-hunting students will profit in the process. Supervisors of employment agencies similarly can become involved.

**RECAP**

The need for more effective career planning and the career education movement along with the expansion of educational media have resulted in the career resource center as the core of a viable career guidance program. The career resource center has emerged as a vital educational method of providing information and services in an integrated fashion to all people in various life role stages to promote their development in positive directions.

# CHAPTER II

# HOW A CAREER RESOURCE CENTER PLAN TAKES SHAPE



# CHAPTER II

# HOW A CAREER RESOURCE CENTER PLAN TAKES SHAPE

**INITIAL PLANNING STEPS**

Developing a career resource center requires broad-based involvement, careful thought, and planning. Once the idea to develop a career resource center has been formulated, it is necessary to engage in several preliminary planning activities. Initial steps to be taken in the planning process include:

- identifying leadership for the planning effort,
- identifying student/client needs,
- securing administrative support,
- assuring coordination with existing programs and services,
- involving an advisory group,
- identifying sources for financial support, and
- preparing a written plan or proposal.

**PLANNING LEADERSHIP**

Generally, the idea for developing a career resource center is generated by an interested individual—usually by someone on the guidance staff. It is becoming increasingly recognized that the counselor in a one-to-one, face-to-face counseling situation cannot be the only delivery system used to promote client career development. Thus, there is a growing interest on the part of counselors in an expanded delivery system—the career resource center. Although most often self-appointed, an individual providing the leadership for the planning effort should be identified as early as possible so that the total planning process can be managed carefully.

**CLIENT NEEDS**

The collection of concrete data to support the need for the career resource center should be undertaken early in the planning process. There are two sources of data that can be used—primary and secondary. Primary data are derived from the attempts to collect information from potential center clients. This type of information can be collected through interviews, surveys, and other types of instruments. A sample cover letter and questions that could be asked of three potential user groups—students, school staff, and community members—are presented in Exhibits 1 and 2.

Secondary data represent information that is valuable in identifying the need for career resource centers which has been collected by someone other than the career resource center planning leadership. A review of literature on career development needs is representative of this type. Secondary data can also be obtained by contacting individuals who have existing career resource centers.

## EXHIBIT 1

### Cover Letter

**Slate Run High School**
**Slate Run, Michigan**

Dear_____:

We are in the process of developing a career resource center. Since you are a potential user of the center and since we would like to organize the center to serve your needs, please take a few minutes and complete the following questionnaire and return it as soon as possible.

The results of this survey will be used only for developing the career resource center and your comments will be held in strict confidence. Please complete the survey as carefully and accurately as possible. Thank you for your cooperation.

Sincerely,

Career Coordinator

## EXHIBIT 2

### Career Resource Center Questionnaire--Suggested Questions

**STUDENTS**

1. It is planned that various materials will be available in the center. Please rate each type according to how useful you think it will be to you by circling the appropriate number.

| | Very Useful | Useful | Not Useful |
|---|---|---|---|
| Magazines or books about jobs | 1 | 2 | 3 |
| College, community college, or trade school catalogs | 1 | 2 | 3 |
| Short descriptions about jobs | 1 | 2 | 3 |
| Tests which help identify your interests | 1 | 2 | 3 |
| Films, filmstrips | 1 | 2 | 3 |
| Books that describe getting along with others | 1 | 2 | 3 |

Other (Please Specify)_____

**EXHIBIT 2 (Continued)**

| | Very Useful | Useful | Not Useful |
|---|---|---|---|
| 2. Rate each of the following career resource center programs and activities according to how useful you think it will be to you. | | | |
| Talking with a counselor | 1 | 2 | 3 |
| Solving problems in small groups | 1 | 2 | 3 |
| Taking field trips | 1 | 2 | 3 |
| Hearing guest speakers | 1 | 2 | 3 |
| Participating in work experiences | 1 | 2 | 3 |
| Viewing film presentations | 1 | 2 | 3 |
| Learning about ways to find a job | 1 | 2 | 3 |
| Other (Please Specify)_____ | | | |

3. Please rate the importance of having the center open during the following hours:

| | | | |
|---|---|---|---|
| Before school | 1 | 2 | 3 |
| Lunch time | 1 | 2 | 3 |
| All day | 1 | 2 | 3 |
| After school hours | 1 | 2 | 3 |
| Evenings | 1 | 2 | 3 |
| Summer | 1 | 2 | 3 |

Other (Please Specify)_____

4. How often would you voluntarily use the center during the school year? (Please check one)

☐ Never ☐ 1 to 5 times ☐ 6 to 10 times ☐ 11 to 15 times ☐ 16 or more times

5. Where is the best place for the career resource center?

_____

**SCHOOL STAFF**

1. Would you be interested in having more career information available for your use?
☐ Yes ☐ No

**EXHIBIT 2 (Continued)**

2. What types of materials would you find most useful?

_____

_____

_____

3. Would you like assistance in helping to infuse career development into your instructional activities? ☐Yes ☐No

4. Would your classes participate in center-sponsored activities? ☐Yes ☐No

5. Would you use the center as a resource for your classes in completing research assignments? ☐Yes ☐No

6. Do you feel that you need a better understanding of career development? ☐Yes ☐No

7. Would you be interested in participating in inservice programs conducted in the center? ☐Yes ☐No

8. Where is the best place for the career resource center?

_____

_____

_____

**COMMUNITY MEMBERS**

1. Would you be interested in having more career information available for your use? ☐Yes ☐No

2. What types of materials would you find most useful?

_____

_____

_____

3. Would you participate in evening center-sponsored activities? ☐Yes ☐No

4. Would you be interested in group classes? ☐Yes ☐No

5. What hours should the career resource center be open to best serve you?
Weekdays_____ Weekends_____

Both primary and secondary data are of value in helping prepare a rationale for the development of a career resource center. A broad statement of purpose or rationale for the career resource center should be formulated before seeking approval for detailed planning. The number of individuals that can be served on a "drop-in basis"—compared to the staff cost—is generally one good supporting factor to include in the rationale.

**ADMINISTRATIVE SUPPORT**

Before setting out to tackle the job of convincing others, a written statement at this point is important so everyone will work toward the same goals. To a large extent, the amount of preliminary groundwork that must be laid will be determined by the administrator's overall commitment to the furtherance of career development for all current and former students, parents, and community members.

A well-thought-out plan is the most convincing argument that the coordinator can present to the administrator. However, other strategies can be used to sell the idea if even mild resistance is anticipated.

One approach is to identify an exemplary career resource center for visitation by the administration. Seeing an effective center in operation can do much to elicit support.

Overall, the building level administrator has the major responsibility for career guidance and career education that is delivered within the building. This responsibility carries with it the need to provide ongoing leadership, assure staff support, and assure that sufficient resources are available. A supportive administrator can help assure the success of the career resource center by:

- supporting the development of or use of an existing advisory committee to develop and refine the plans for the career resource center;
- providing necessary facilities, funds, materials, and equipment;
- providing release time for individuals involved in career resource center development;
- providing opportunities for inservice education of staff, students, and community members; and
- supporting actively the idea of the career resource center as a responsibility of each staff member.

No matter who first considers the idea of a career resource center worth investigating, decision makers must be brought into the planning process. Administrators must be aware of what a career resource center can do and be interested in its potential if planning is to proceed.

**STAFF SUPPORT**

Along with administrative support, it is important to obtain the support of staff members. To increase the probability of greater center use, staff members should be involved in the planning stages. They also may be able to provide a variety of ideas and materials to design the center.

For example, if the library has been the central location for career information materials, it is wise to obtain the librarian's support since many of the materials can be taken from the library and placed in the career resource center.

**COORDINATION WITH EXISTING PROGRAMS**

The career resource center should be considered in light of its compatibility with existing school district goals. The proposed philosophy and purposes of the career resource center should be viewed in relation to existing programs. The career resource center should be congruent with the school's general objectives, as well as effectively integrated with the guidance program.

**USE OF ADVISORS**

Advisors, on an informal basis or in a more formally established advisory committee, may provide useful input for the planning, development, and operation of the career resource center.

The role of the advisors, either informal or formal, is not one of making decisions but that of providing information on which decisions can be based.

Some functions that advisors can perform are:

- serve as a communication channel with the community at large,
- suggest resources that should be considered in the organization of the career resource center,
- recommend potential speakers and volunteers,
- disseminate career resource center information,
- assist in understanding local career development needs,
- recommend ways in which client needs can best be met,
- assist with career resource center planning, and
- assist with the long-range plans for career center evaluation and expansion.

Informal use of advisors can take place through personal contacts on an individual basis. Some school districts use the informal approach initially for the purpose of assessing and/or obtaining community support for the concept, identifying human and material resources that might be available, and then identifying key persons who may serve on a more formal advisory basis once the decision is made to begin the detailed planning of a career resource center. A formal advisory committee could meet on a periodic basis whenever the need arises. The frequency of the contacts and meetings will vary according to the stage of career resource center development and operation. Suggestions for establishing an advisory committee are provided below.

Community representation should be considered in the selection of advisory committee members. A cross section of individuals representing various levels of employment should be sought. In addition, students and/or other clients can provide worthwhile input based on their concerns.

All prospective advisory committee members should be contacted personally to ascertain their interest in serving on the committee. A formal letter of appointment should follow after the individual has expressed a willingness to serve. An example of such a letter is presented in Exhibit 3.

## EXHIBIT 3

### Letter of Appointment

**Slate Run High School**
**Slate Run, Michigan**

Dear _____:

I welcome you as a member of the Career Resource Center Advisory Committee. Your appointment was approved on September 20, 1977 by the Slate Run School Board. Please indicate your acceptance of this appointment in the form of a letter addressed to me.

Your interest in our school will make you a valuable member of the Advisory Committee. I hope you will find this opportunity to contribute your talents to the school and community a fulfilling one.

The first meeting of the Advisory Committee will be scheduled when acceptance letters have been received from all appointed members. You will be notified of the date, time, and location of the meeting and will receive a copy of the agenda.

Thank you for your willingness to participate in this effort.

Sincerely,

Principal

## FINANCIAL RESOURCES

The lack of new funds need not deter individuals from planning and operating some type of career resource center. While the ideal sets the design for what a center should look like in the future, planners need to identify what can be accomplished with available funds and secondly look for new sources. Based on the objectives that have been established, various funding options should be examined.

The funding strategy for career resource centers is vital to its eventual success. In developing such a strategy, planners should make every effort to identify the funds that will be needed, how they will be used, and what results might be expected as a result of the expenditure of funds. A tentative career resource center budget may be projected on the basis of the following:

- number of clients to be served
- equipment
- materials
- facilities
- staff
- supplies

The best source or combination of sources should be identified before proceeding with attempts to secure the monies. Many career resource centers begin by reallocating existing resources until plans for further funding can be initiated. A strong case to support local funding can be based on estimates of per pupil cost. The career resource center can serve more individuals at a lower cost. Local funding is highly important because it helps assure the center's continuity. Through the assistance of the agency's administration, possible funds can be found within the following budget areas:

- Administration funds
- Vocational Education budgets
- Guidance Department budgets
- Career Education budgets
- Library budgets
- Audiovisual Aid budgets
- Curriculum Development budgets
- Inservice Training budgets
- Local Research budgets

If supplementary funding is needed to operate the center, the coordinator should investigate alternative local sources. Private foundations (e.g., Mott) have provided finances to initiate career resource centers. Other possibilities for funding include local industry and business foundations, local community group gifts, and individual donations.

State and federal funds are available notably through the Elementary and Secondary Education Act, Title IV-B, and the Educational Amendments of 1976, P.L. 94-482. Pending legislation such as H.R. 7 and S. 1328 both deal with funding career education, planning, implementation, and evaluation. An overview of federal legislation that can support the establishment and operation of career resource centers is presented in Appendix A. Monies from these sources are generally used to start the center. A caution should be made, however, in the use of special project funds and grants. Career resource centers sometimes become obsolete after the initial funding period ends because an operating budget for continued center operation has not been established at the local level. Thus, it is important to project beyond the original funding period and to plan for budgetary approval at the local level to support the continued operation of the center. Requests for funding can gain support when backed by the demonstration that the center's services are needed and high quality services and materials are being secured and effectively offered.

## DEVELOPING A PROPOSAL

Any program considered for development should be justified on the basis of documented evidence of interest as noted earlier. Student/client needs should be the basis for determining the direction that the career resource center will take. A proposal can then be prepared to help secure support and/or funds from a variety of sources.

The proposal represents the detailed planning necessary for center implementation. A suggested proposal format to use in developing this detailed plan is illustrated in Exhibit 4. Appendix B contains a sample proposal for developing a career resource center.

It is important to include all of the points listed under Section I on the title page. A proposal abstract (100-500 words) describes the objectives, strategies, and expected outcomes of the proposed plan.

## EXHIBIT 4

### Proposal Format

I. Title Page
   - A. Title
   - B. Submitted To
   - C. Submitted By
   - D. Funding Period
   - E. Funds Requested

II. Proposal Abstract

III. Introduction
   - A. Background of Organization
   - B. Statement of Problem
   - C. Program Objectives

IV. Plan of Action
   - A. Overview
   - B. Description of Procedures
   - C. Time Schedule

V. Staff

VI. Facilities

VII. Evaluation

VIII. Budget
   - A. Direct Costs
   - B. Indirect Costs

The body of the proposal contains an introduction, plan of action, staff, facilities, evaluation, and budget. Each of these components is discussed in more detail below.

A brief description of the overall goals and/or mission of the organization submitting the proposal should be provided in the introduction. This description should focus on aspects of the career guidance and/or career education program.

A clear and concise statement of the problem should then be presented. Information from the needs assessment provides a base of hard facts to incorporate into the problem statement. Primary and secondary data collected earlier will assist with this phase of proposal development. The identified problem leads to the need for some type of planned action—the development of a career resource center.

Program objectives stated in concrete terms and showing exactly what is hoped to be accomplished are then defined. At this point, it is necessary to describe what it is that is going to be done with the financial support received.

The plan of action which includes an overview, description of the procedures, and the time schedule represents the second major component of the proposal. An overview of the proposed career resource center summarizes its unique features and serves to establish the framework within which the specific procedures or steps to be taken can be described. The procedures should provide a detailed description of how the center will be structured, e.g., acquisition of facilities, materials, and equipment; staffing; center operations; and development of programs and activities. The procedures should be described in a sequential manner to provide a structure for monitoring and evaluating the effectiveness of the implementation plan. It is also helpful to display the scheduling of activities to be conducted.

Another section of the proposal describes the qualifications of key career resource center staff. When identifying these persons it is important to consider the requirements of the positions.

A description of the facility where the career resource center will be housed is also important to include. In addition, a suggested floor plan will help show that the idea is well thought-out and organized.

A sound evaluation design should be built into the proposal because funding sources are increasingly concerned with accountability. How to determine to what extent the objectives are accomplished is an important issue to address.

A carefully constructed budget itemizing all anticipated costs with adequate justification is a critical part of the proposal. Generally, direct and indirect costs should be detailed. Any financial assistance provided by the applicant's organization is noted additionally.

The career resource center budget should be planned and approved in accordance with the time lines determined by the major funding source. Many times with local budgeting the career resource center is budgeted on the basis of the school year. A strategic approach may be to develop a five-year budget which shows that costs will diminish over time. Initial costs for equipment and materials will be higher than in ensuing years.

Each career resource center will have to determine its own budget categories that are consistent with specific, accepted accounting practices for that institution. Standard budget line items might include the following:

- Personnel salaries
- Equipment
  - —Rental
  - —Maintenance
- Telephone and utilities
- Supplies
- Postage
- Materials
  - —Printed
  - —Audiovisual
- Data Processing (Computer time)
- Printing/Duplication

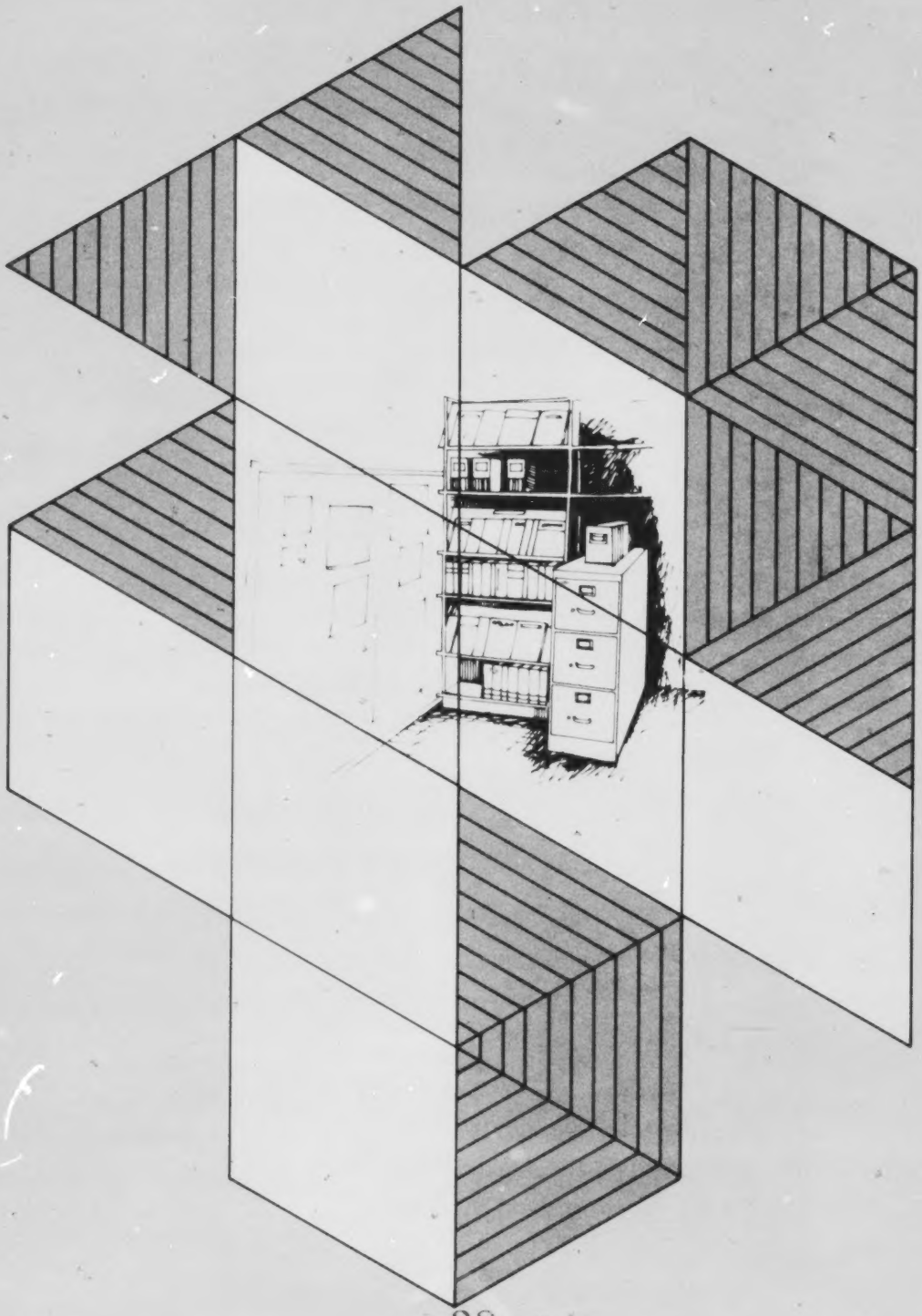
Central to the budgeting process is making the available resources meet the highest priority career resource center needs.

When the proposal is completed, the career resource center is defined well enough to be presented to the school board for approval. Minimally, an abstract of the proposal should be disseminated to all board members before the meeting at which the presentation is on the agenda. The coordinator should be present at the board meeting prepared to make an effective presentation. Topics to include in the formal presentation may include:

- a concise statement of the value of career development,
- the need for a career resource center,
- a description of the proposed center,
- an estimate of budget and staffing requirements, and
- a timetable for implementing the center.

# CHAPTER III

# HOW TO SET UP A CAREER RESOURCE CENTER



# CHAPTER III

# HOW TO SET UP A CAREER RESOURCE CENTER

## PHYSICAL FACILITY

One of the first questions asked by persons responsible for setting up a career resource center is, Where should the center be located? A career resource center may be set up in many different ways. It may be located in a room set aside in a school, or even a separate building. Existing facilities such as classrooms can be appraised to see if they can accommodate the services and programs of the career resource center. Specifically, some of the questions that should be asked include the following:

- Is its location convenient for potential students/clients?
- Is it of adequate size?
- Does it support the services and programs to be provided?
- Is it comfortable and attractive?
- Can it be modified?

*Convenient Location*

Ideally, a central location in terms of client traffic is most desirable. It is also important to try to locate the center away from administrative offices in an area where students congregate on their own. Suggested areas include near the lunchroom, near the student commons, or adjacent to the counseling offices. The ground floor generally is recommended for easy access.

Although a central and easily accessible location is preferable, a center may have to be started wherever space is available until the need for more suitable space is met. The most critical determinant of location is providing one that will maximize center use.

*Adequate Size*

Several factors influence the size. Among these are the types of programs and activities that will be offered; the number of students to be served; and the needs of other potential users. Initially, 500 square feet is considered minimum for a new center—most centers will need to expand to larger facilities. If at all possible, avoid the possibility of instant obsolescence by allowing sufficient space for an entire class to use the center at one time.

A well-designed career resource center serves both the individualized and group instruction needs of the program. In estimating space requirements, the following areas should be considered:

- individual work areas
- group work areas
- display areas
- staff areas
- storage areas
- traffic lanes
- audiovisual viewing areas

**FLOOR PLANS**

Effective space management requires structures with open spaces into which a variety of settings can be placed. Materials and displays should be open for easy access by all clients. Shelving, files, and display racks should be arranged to facilitate career information usage. Shelving should be at least sixteen feet apart to provide a good traffic flow.

Seating arrangements should provide for a variety of learning experiences. A conference-style table with chairs is important for group interaction. The atmosphere provided should be one where clients can discuss and exchange ideas; yet, it should be sufficiently quiet for individual work.

Carrels can be used to foster independent learning. Approximately twelve to fifteen square feet of floor space are required for carrels that are approximately forty inches square. Separate spaces help differentiate the various activities that take place in the center. A visible location for a full-time center staff member is of critical importance. A well-placed desk keeps the staff member in touch with what is happening in the center and permits him/her to perform many tasks necessary to assist clients.

Other options include a nearby arrangement for interview rooms, counseling offices, and conference space. Depending upon the amount floor space available, several suggested floor plans are illustrated in Exhibits 5, 6, and 7.

In the three floor plans, note the attempt to create private and group areas. Note also that the paraprofessional's desk is near storage as well as near the traffic flow and convenient to areas where assistance most likely will be needed. In all cases, there is easy access to guidance counselors. Ample bulletin board and shelving space, arranged to achieve variations, is featured. Another aspect of the three floor plans is that a display is located in view of passersby to attract their interest in the career resource center. Casual chairs (such as bean bag chairs), windows, and planters strategically placed in the room soften the appearance and create an informal atmosphere.

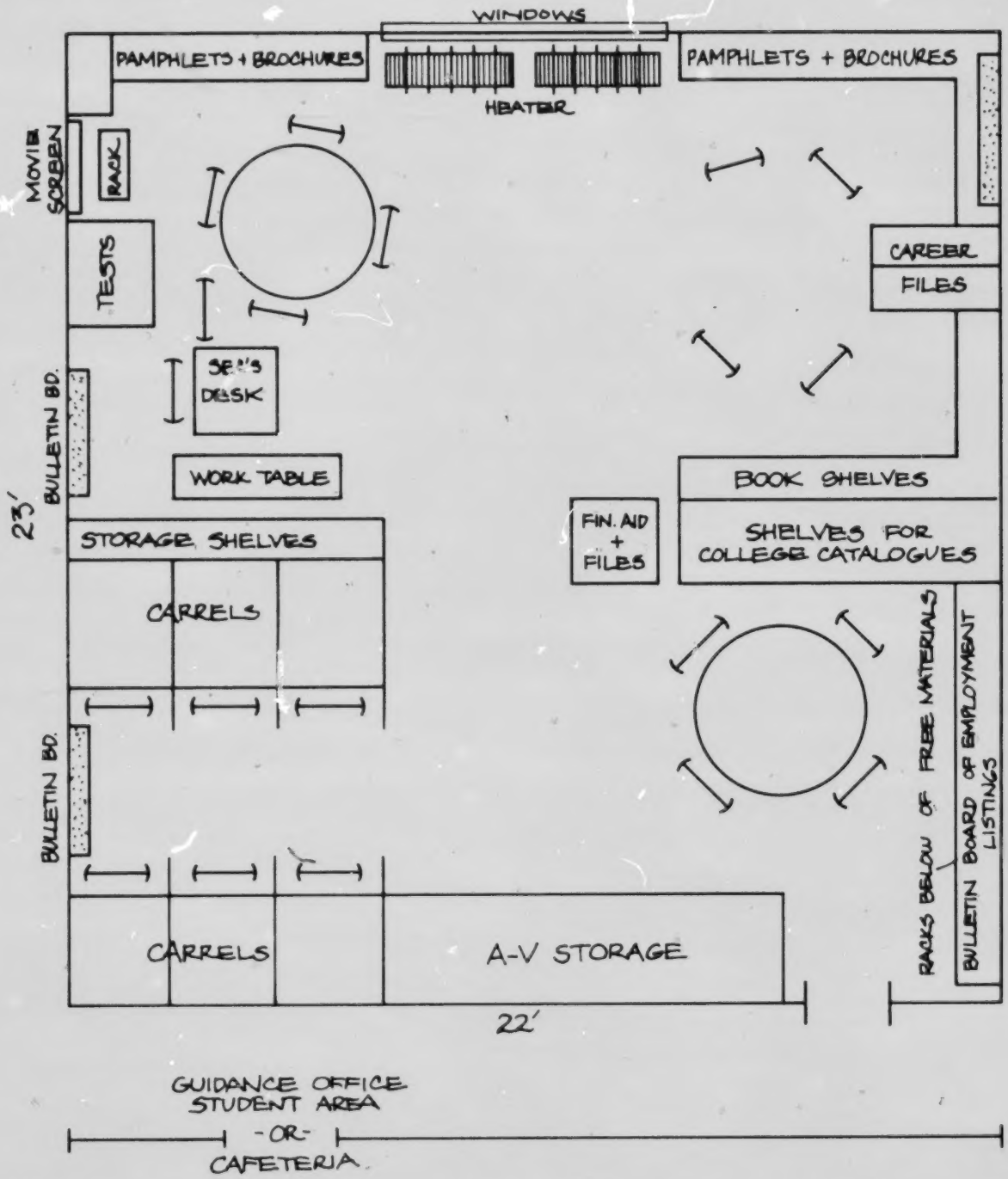
**DECOR**

The decor of the career resource center is important in terms of generating interest and attracting clients. The center itself should be bright and cheerful. The application of color can promote a beneficial degree of stimulation to aid learning. Variation in color minimizes monotony and demands more attention.

Carpeting on the floors, attractively decorated walls, large plants, and casual furniture help provide an atmosphere that is sufficiently informal and comfortable.

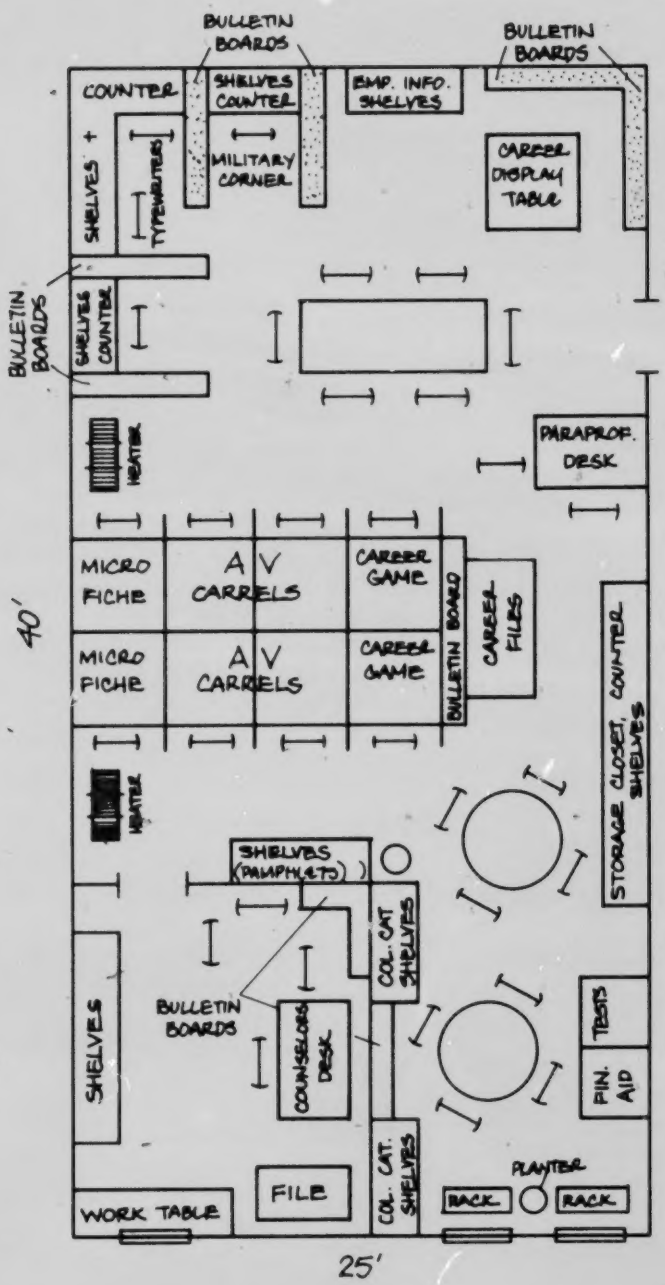
EXHIBIT 5

Minimum Space Floor Plan
22' x 23'



## EXHIBIT 6

Average Space Floor Plan
25' x 30'



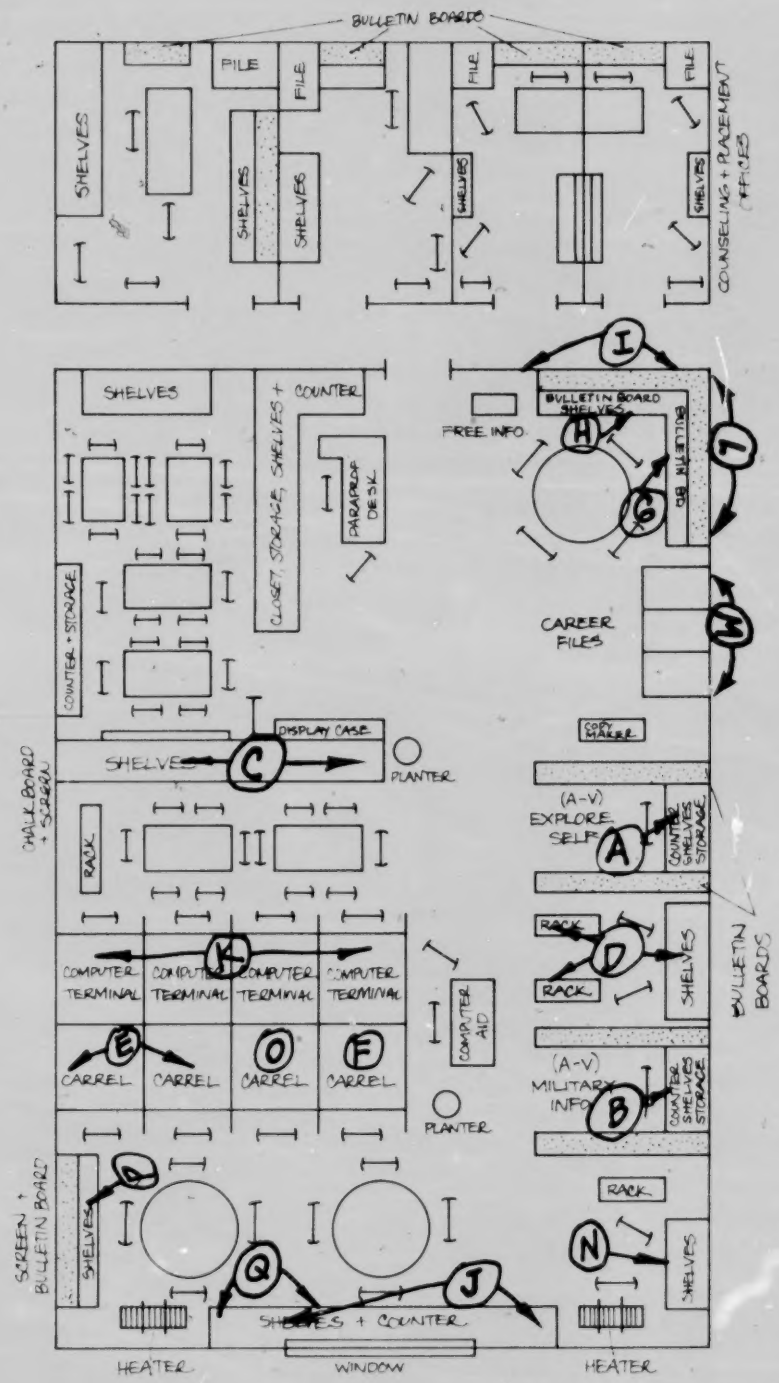
## EXHIBIT 7

### Maximum Space Floor Plan
### 30′ x 60′

For details about these stations, please turn to pages 52-54.

**Stations**

- A – Self-awareness materials
- B – Armed forces information
- C – College/university information
- D – Trade/technical school information
- E – Career games
- F – State occupational information system
- G – Occupational briefs
- H – Job application skills
- I – Local employment opportunities
- J – Occupational resources
- K – Computer assisted guidance
- L – Community affairs
- M – Career files
- N – Undecided corner
- O – Filmstrip collection
- P – Emerging occupations
- Q – Federal and state civil service



Frequently, very little capital outlay is needed to decorate the career resource center attractively. As a result of an already initiated public relations effort, community support can be sought. Local service organizations will frequently devote their time to "spruce up" a drab interior.

Furniture and other equipment are often donated rather than purchased.

Before expending funds that represent a sizable capital outlay, it is advisable to determine what resources may already be available. District storage rooms, storage closets, classrooms, etc., should be thoroughly explored to identify potential resources.

**RENOVATION**

An existing classroom can be converted into a career resource center. This approach is used most frequently for newly initiated centers. Renovation of an existing classroom can range from enlivening the interior through the use of paint and art work to major structural changes. Before making any modifications, it is necessary to understand what changes are required to promote the desired learning atmosphere. The general appearance of the center conveys a message to students/clients about the activities and responses that are expected and appropriate.

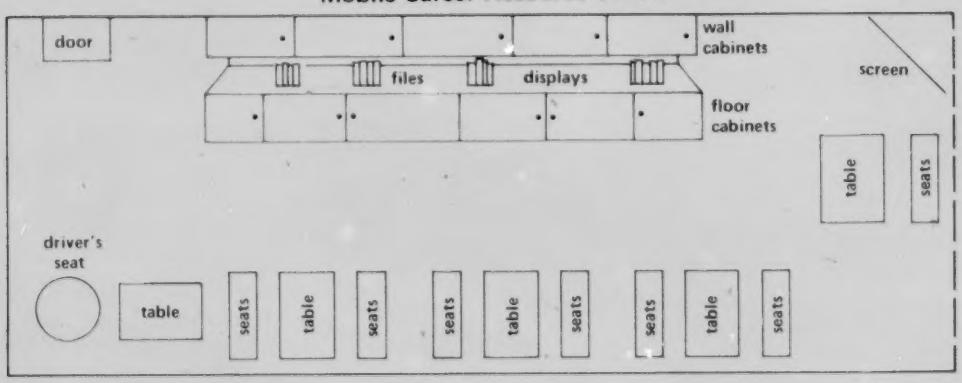
Spaces within the building not necessarily intended for instructional activity also should be examined for potential renovation. Areas to consider include halls, storage areas, and large stairwells.

Another option that has been implemented successfully is the use of mobile vans. Individual school districts or a consortium of school districts can utilize this inexpensive way of providing guidance services to areas that are geographically isolated. By involving a consortium of schools, a greater number of students is reached than if only one school is involved.

An old school bus can be converted to serve as a career resource center on wheels. Students in vocational classes could undertake interior construction of the bus. An auto body and repair class may agree to perform any necessary body work and to paint the bus a vivid color. The home economics, drafting, industrial arts, and woodworking classes could perform much of the needed internal construction and design work. A suggested floor plan for the interior of the van is illustrated in Exhibit 8.

**EXHIBIT 8**

**Mobile Career Resource Center**

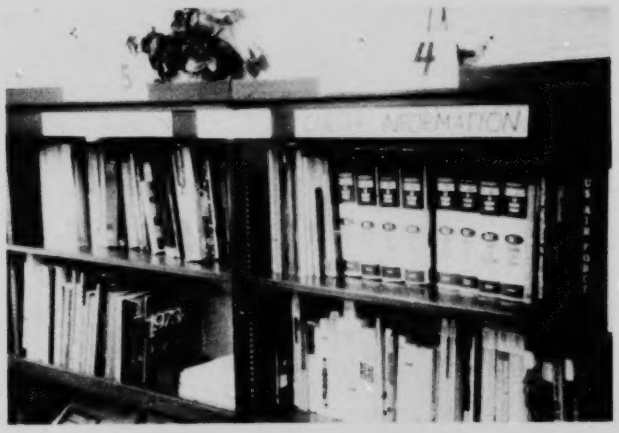


## DISPLAY PLANS

Effective display areas are critical to the utilization of the career resource center. In addition to making use of various organizational schemes as outlined in Chapter V, centers benefit from the incorporation of several display principles demonstrated in the following photographs taken in several successful Michigan career resource centers. Printed and audiovisual resources should be *readily accessible* to the user on an independent basis. As shown in the following photographs, materials can be placed on conference tables where students work or can be stored in the open, around the room where students can see them and browse before making selections.

*Resource Labeling*

All materials in the career resource center should be *labeled clearly* to help students identify the purpose they serve. *Strategically placed directions* will help students keep materials in order with a minimum of assistance.



*Resource Shelving*

Ample shelving is crucial for purposes of materials display. Sufficient shelving for materials already on hand and for anticipated acquisitions should be acquired. If shelving units are purchased, those designed with flexibility are recommended so that shelf heights can be adjusted. Donated shelving of different kinds can be used to an advantage in distinguishing various types of resources. A varied shelving pattern also makes the center look informal.

*Display Design*

Various kinds of display racks are needed for making pamphlets, brochures, and other current types of materials readily visible. Carpet or wallpaper display racks may be readily attainable for this purpose from local merchants. One inexpensive type of display can be created by the use of peg board backing with assorted wire hanging racks to hold the materials. Movable display units provide added flexibility. The armed forces provide a rack for their display of brochures.

*Employment Information*

Current employment information in the local area can be displayed easily on a table top or bulletin board. It is important to update this type of material frequently so that clients will be drawn to the center on a regular basis.

*Center Equipment*

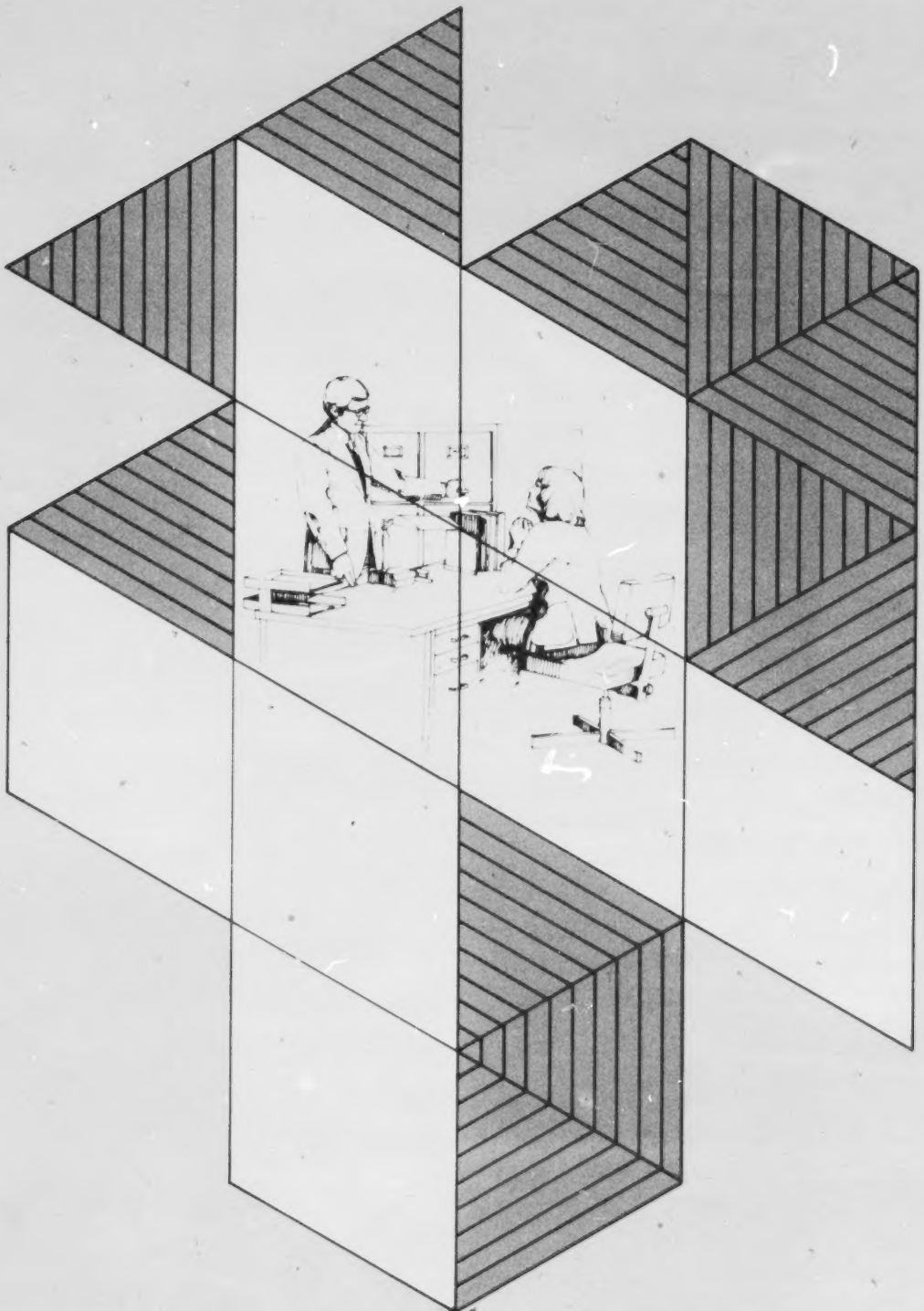
Sophisticated equipment (e.g., on-line computer terminals) should be located so at least casual supervision is available at all times. Usually when a center makes use of computer-assisted guidance, the system, such as MOIS, serves as one of the center's focal points.

*Visual Displays*

Bulletin boards and posters not only enhance the appearance of the career resource center, but also help draw students' attention to important information, materials, or services available at the center. An effective technique to increase students' awareness of the center is to place posters and bulletin boards in the hall outside the center. Even the ceiling can be used! An ongoing effort should be made to change information and themes displayed on bulletin boards and posters. Center clients are often willing to share in this responsibility. Art classes may be asked to take on this type of project.

# CHAPTER IV

# HOW TO STAFF A CAREER RESOURCE CENTER



# CHAPTER IV

# HOW TO STAFF A CAREER RESOURCE CENTER

**CAREER RESOURCE CENTER COORDINATION**

The leadership and support staff of a career resource center are what make the difference between its being effective or not effective. The development of congenial, effective relationships with teachers, students, administrative personnel, and parents and community members requires highly competent staff and careful use of this staff through well-thought-out planning.

It is assumed that the approval and support of the career resource center have been confirmed and demonstrated by the building principal, curriculum leadership, career education coordinator, and the guidance department. Secondly, it is assumed that preliminary understanding about anticipated working relationships with the school librarian has been agreed to so as to lessen the possibility of later misunderstanding.

Thirdly, it is assumed in developing this chapter that the career resource center could be considered under the leadership of the guidance department, and that the coordinator would be a member of the regular counseling staff.

A career resource center needs to have a client oriented atmosphere where occupational, vocational, financial, educational, and placement information and services are readily available.

Ideally, the center should be staffed with a highly diversified group of professionals, paraprofessionals, and clerical individuals. No matter how ambitious the plans are for one's career resource center, a broad base of assistance is needed to maximize the use and effectiveness of its operation.

Local conditions will control the numbers of full- or part-time staff available and the way in which duties and responsibilities are distributed and supervised. The distribution of duties in any setting will be governed by the basic structure of the career resource center, the type of program planned, the staff competencies, and the resources available.

**PROFESSIONAL GUIDANCE STAFF**

The importance of professional staff to a productive, efficient, and effective career resource center operation is critical. This section describes the roles, responsibilities, and competencies needed for a variety of professional staff members. It is recognized, however, that no one center would employ this total set of staff. For a beginning center, it only may be possible to have a part-time professional who maintains major responsibility for the center. A professional should be designated as the overall career resource center coordinator.

*Coordinator's Roles and Responsibilities*

The primary functions of the center coordinator are to plan, develop, facilitate, and evaluate the varied activities of the career resource center. This includes the supervision of staff to accomplish this end. The following is a description of the roles and responsibilities of the coordinator:

- Assist staff in planning and developing career development classroom activities.
- Work with guidance staff to expand upon the information provided to students.
- Preview new materials, tests, inventories, etc., and make recommendations for their purchase and use.
- Make contacts and arrange for visitations and cooperative activities with military, employers, community agencies, etc.
- Manage the development of the career resource center utilization guide.
- Coordinate plans, activities, budgets, and staffing with administration.
- Identify and coordinate the use of school and community resources needed to facilitate career guidance and career education.
- Assess individual needs and develop corrective plans for client use.
- Assist students in identifying realistic role models.
- Provide for individual and group counseling experiences for all clients requesting this service.

*Competencies Needed by the Coordinator*

The following are some of the competencies that would be needed by individuals to serve as career resource center leaders:

- Ability to manage center and supervise staff.
- Understanding of program evaluation.
- Knowledge of community/area employment trends and openings, and procedures for accessing and using this information.
- Understanding of curriculum development.
- Ability to develop and execute budget.
- Knowledge of the career development literature.
- Ability to provide staff inservice.
- Knowledge of a variety of career guidance and counseling techniques.
- Ability to determine the kinds of information staff need to provide a broader career focus to their activities.

- Ability to maintain information and opportunities regarding career choice and job placement.
- Ability to plan and implement an array of career guidance activities (e.g., career fairs, field trips, student orientations, parent conferences, employer conferences).
- Ability to work with students who have dropped out of school and are seeking total or partial re-entry.
- Understanding of career development theory and research.
- Knowledge of program planning.
- Ability to communicate to potential clients the purpose and capabilities of the career resource center.
- Ability to manage resources.

*Other Professional Staff*

Along with the career resource center coordinator there may be other professionals in the center. Among these are the placement specialists and the work study/work experience specialist. The following is a description of some suggested roles and responsibilities these individuals may assume.

*Placement Specialist's Roles and Responsibilities*

- Research graduate placement and local job opportunities and employment trends.
- Develop feedback systems on center job related information.
- Solicit job information from business and employment agency contact persons.
- Work closely with vocational education staff regarding the coordination of work study, cooperative education, and work experience plans and activities.
- Plan and operate work coping and adjustment types of skill building activities.
- Provide job seeking and acquisition skill building activities.
- Develop and maintain a registration procedure for those desiring part- or full-time education and work placements.
- Prepare students for job interviews.
- Monitor the progress of placed students through on-site visitations, phone calls, and mailings.
- Publicize program activities and results.

*Work Study/Work Experience Specialist's Roles and Responsibilities*

- Coordinate total work related programs.
- Supervise work-related programs.
- Articulate work programs with vocational program staff.
- Coordinate work programs with employment personnel and labor leaders in community.
- Conduct community work study/experience survey related to potential openings and successes and/or problems of these programs.
- Set up job observation field trips.
- Provide or assure sufficient pre-work experience training for all clients.

*Career Information Specialist's Roles and Responsibilities*

- Arrange for student placements in group explorations and personalized investigations of community resource sites.
- Identify personalized investigation areas and help negotiate student academic credit with teachers.
- Conduct a variety of career counseling and sex-fair guidance seminars.
- Gather, review, and organize for use career information and resources of all types (e.g., human, organizational, media, printed).
- Serve as a human resource to students, teachers, parents, and counselors on career related matters.
- Develop and implement career information publicity activities.
- Evaluate or have evaluated all possible materials and information.

**PARAPROFESSIONAL STAFF**

The paraprofessional staff role in the operation of an effective career resource center is extremely important. The paraprofessional can bring a unique potential to the center staffing if selected, trained, and utilized effectively. Traditionally the duties of teacher/counselor aide have been fairly restricted to performing clerical tasks, monitoring activities, general classroom or guidance office housekeeping, and providing a very basic level of supervised support. The primary traditional need for paraprofessionals in these types of activities was to free the teacher or counselor from the nonprofessional tasks, thus giving the professional more time for student and parent contact and instructional or guidance activities.

In future programs of career guidance and career education, however, the paraprofessional needs to assume greater levels of responsibility, in addition to some of the more traditional ones. The nature of the new responsibilities stems primarily from the fact that every community has large numbers of adults, who share community perspectives similar to those of students, whose talents and enthusiams should be utilized.

A center's paraprofessional can provide the basic information and interview services to clients, which leaves the counselor time to work on a more concentrated basis with clients in individual and group counseling activities.

*Types of Paraprofessionals*

The literature presents a wide variety of roles and associated paraprofessional work titles that provide options based upon the center's objectives and resources. The work titles include:

- Career Guidance Technician
- Career Aide
- Career Information Aide
- Career Guidance Assistant
- Placement Aide
- Job Development Aide
- Follow-up Program Aide
- Guidance Intern
- Occupational Information Specialist
- Teacher-Guidance Aide
- Youth Peer Counselor
- Teacher Resource Specialist
- Community Resource Coordinator
- Work Study/Work Experience Aide

*Paraprofessional's Roles and Responsibilities*

After careful training and ongoing supervision by the career resource center coordinator or other professional support staff, the following kinds of activities could be effectively performed by paraprofessionals:

- Assist clients in use of career information such as guidance briefs; literature from business, industry, and labor; employment materials from city, state, and federal agencies; and directories of all kinds.
- Assist clients in operation of audiovisual equipment and in the interpretation of media messages.
- Maintain bulletin board displays to assure that they are attractive and current.
- Schedule career days, career speakers, visitors, field trips, and special meetings with teachers, parents, students, and community members.
- Maintain career information materials.
- Administer and score tests and inventories.

*Paraprofessional Competencies*

In general, the skills and competencies of a paraprofessional can be developed with assistance from the professional staff. Examples of paraprofessional competencies include the following:

- Ability to effectively communicate with clients, school staff, and community members.

- General knowledge of employment and further education opportunities in the area served by the school.
- Ability to identify job placements, educational applications, and resources.
- General knowledge of community, regional, and state referral agencies such as rehabilitation, mental retardation, private and public employment agencies, etc.
- Ability to communicate ideas in written form effectively.
- Ability to provide instruction for use of self-directed exploratory programs.
- Ability to maintain client and center records.
- Ability to administer surveys and analyze data.
- Understanding of the goals, organization, and communication channels within the school.
- Understanding of the goals and objectives of the school's career guidance and career education programs.

It is also important for the paraprofessional to exhibit personal qualities such as ingenuity and initiative; readiness to learn, do, and be directed; a liking for students; personal self-esteem; and patience.

## CLERICAL AND SECRETARIAL STAFF

The center secretary should be responsible to the professional staff. If it is possible to have more than one full- or part-time secretary, their functions and responsibilities need to be clearly spelled out and separated.

The following are suggested typical center tasks that could be performed by the clerical staff given the proper training and resources.

*Clerical and Secretarial Tasks*

- Record data in student files.
- Make arrangements for faculty, student field trips.
- Keep records on center utilization.
- Check out materials.
- Order materials
- Maintain inventories of materials and equipment.
- Obtain supplies.
- Arrange for client interviews with center staff.
- Arrange for resource use in classrooms.
- Monitor phone requests and help assure follow-up.
- Maintain orderly resource files.
- Identify materials that need replacement.

- Deliver mail, memos, and materials.
- Type letters, memos, and assorted center materials.
- Duplicate materials.
- Arrange for repairs of audiovisual equipment.
- Make transparencies.
- Operate or monitor the use of equipment.
- Develop and put up displays in both the center and in other school locations.
- Explain how to use the resource center to visitors.
- Assist in the coordination of materials with school librarian.
- Observe special needs of students, teachers, and parents and refer to center professional staff.
- Help orient new students and staff.
- Monitor interest inventory and test administration.

*Housekeeping Tasks*

- Maintain proper lighting in resource center.
- Maintain proper ventilation.
- Observe and report career resource center conditions that need attention.
- Maintain neatness in resource center.

*Instructional/Guidance Support Tasks*

- Assist teachers in special activities.
- Assist students in individual studies.

Being an effective secretary, particularly in a career resource center, requires certain personal qualities, abilities, and skills. The following are some of the basic qualities that the career resource center secretary should have:

- Personal warmth.
- Liking for school-aged youth.
- Sense of responsibility.
- Ability to accept supervision.
- Patience.
- Ability to observe intently.
- Openness and honesty in interpersonal relationships.
- Good listener.

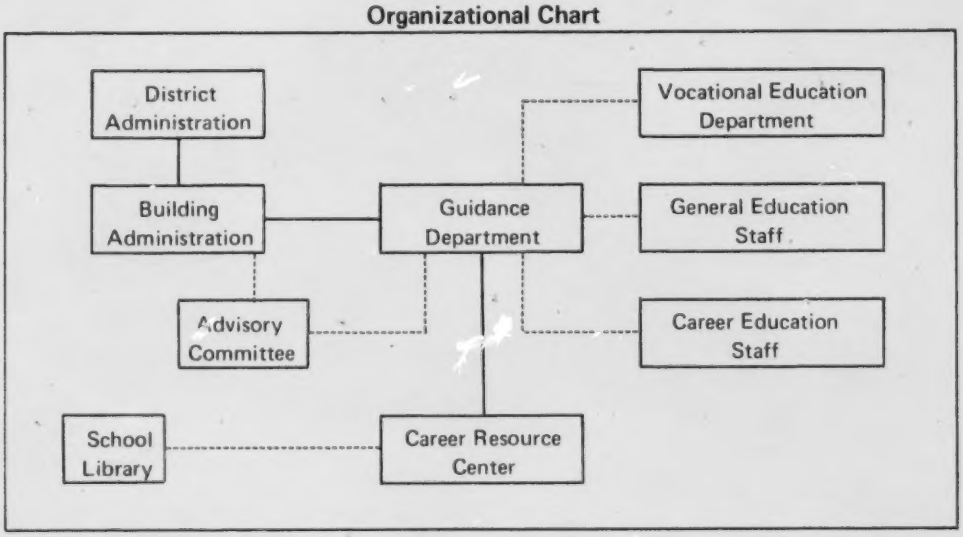
- Firsthand understanding of local community resources.
- Ability to know when to seek supervisor's help.
- Ability to type.
- General clerical skills.
- Ability to speak a student's native language or dialect if this need is appropriate.
- General knowledge of audiovisual aids, materials, and equipment operation.
- Organizational and planning skills.
- Understanding of the school's career guidance and career education programs.
- Writing and editing skills.
- Ability to work with others.

## STAFFING OPTIONS

Since the career resource center is an integral part of the school program, it needs to fit into the overall organization of the school district. An organizational chart is presented in Exhibit 9.

**EXHIBIT 9**

**Organizational Chart**




Several staffing patterns for career resource centers have emerged since local conditions dictate the number and types of persons available for staffing. The following is a description of some of these patterns.

The use of a paraprofessional is a relatively inexpensive way of providing assistance to center clients. The more enthusiastic this person is the greater the benefits to clients. Full-time coverage of the center is important to provide adequate services and also to protect materials and equipment. A paraprofessional handling these responsibilities presents a more cost effective approach than using professional staff for this purpose.

Another staffing option is to involve counselors in rotation scheduling. A weekly schedule can be set up so that no one individual is overburdened with the operation of the center. A benefit of this option is that it allows all counselors the opportunity to become familiar with the career resource center and career information.

Students can also provide assistance in staffing the center. They can be involved in various operations of the center such as peer counseling, clerical tasks, and assisting clients in center use.

Community volunteers can be enlisted to work in the career resource center. These persons can be retired citizens, parents, and other interested community members. Depending upon their background and skills, volunteers could perform clerical or a number of earlier suggested paraprofessional tasks.

Realizing the variety of staffing patterns, Exhibits 10 and 11 depict two staffing options. Exhibit 10 presents a plan for a center that has limited resources and staff available, and Exhibit 11 shows the types of individuals who can be involved in a more expanded center.

**EXHIBIT 10**

**Limited Staffing Plan**

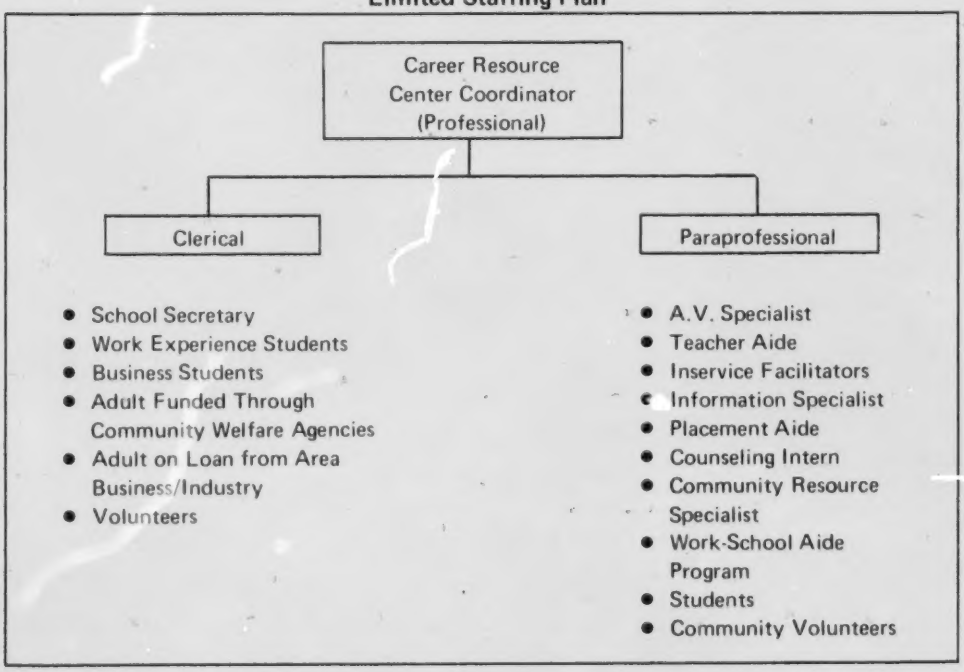
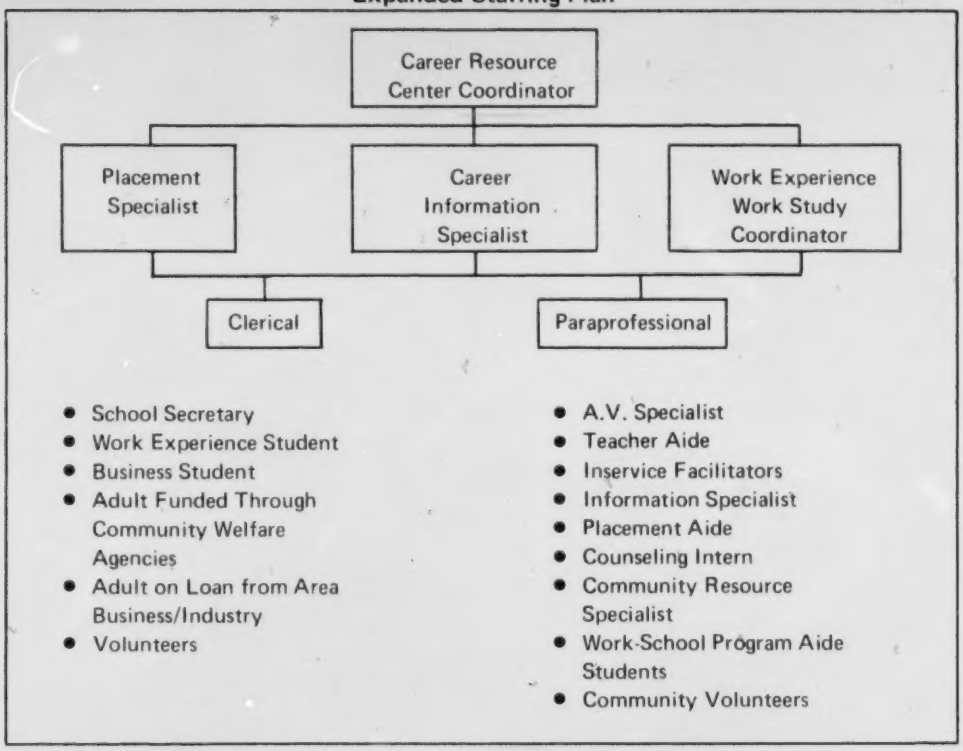


**EXHIBIT 11**

**Expanded Staffing Plan**




**CAREER RESOURCE CENTER STAFF INSERVICE**

The preparation of staff working in a wide variety of areas in the career resource center is most crucial to its effective operation. Staff inservice should consist of systematic efforts designed to promote the growth, development, and self-assurance of all personnel who are involved.

Determination of the nature and scope of local needs for inservice is prerequisite for any systematic planning effort.

*Methods of Determining Staff Inservice Needs*

The staff needs assessment process is viewed as ongoing. It assures that all relevant needs are identified and used as inputs to the development of the inservice activities being planned.

Due to the differences and commonalities in competencies required by the various groups in carrying out their roles and responsibilities, these assessments would differ in both scope and treatment. The inservice needs assessment steps that could be used for any group are summarized as follows:

- Prepare statements of needed staff competencies.
- Conduct (formal-informal) survey to determine needs.

- Establish desired levels of staff competencies.
- Determine actual level of staff competencies.
- Compare actual status with desired levels, and assign priorities to inservice development needs.

Exhibit 12 provides a brief example of a survey questionnaire.

## EXHIBIT 12

### Sample Survey Questions

| Importance | | | | Need for Inservice | | |
|---|---|---|---|---|---|---|
| None | Some | Great | | None | Some | Great |
| 1 | 2 | 3 | Ability to help teachers integrate career development into their subject matter. | 1 | 2 | 3 |
| 1 | 2 | 3 | Ability to assist students in using occupational information system. | 1 | 2 | 3 |
| 1 | 2 | 3 | Ability to evaluate career information regarding sex bias. | 1 | 2 | 3 |

*Planning Inservice Activities*

The planning and organizing of inservice activities should be accomplished in such detail that the direction of the activities, objectives, and arrangements are clear and participants obtain a positive and worthwhile experience. Exhibit 13 provides a simple planning guide for inservice planning purposes.

## EXHIBIT 13

### Career Resource Center Inservice Development Planning Guide

Goal: _____

Objectives: 1. _____

2. _____

| Audience | Resources Available | Leader Strategies | Learner Strategies | Resources | Evaluation | Promotion | Time | Cost |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |

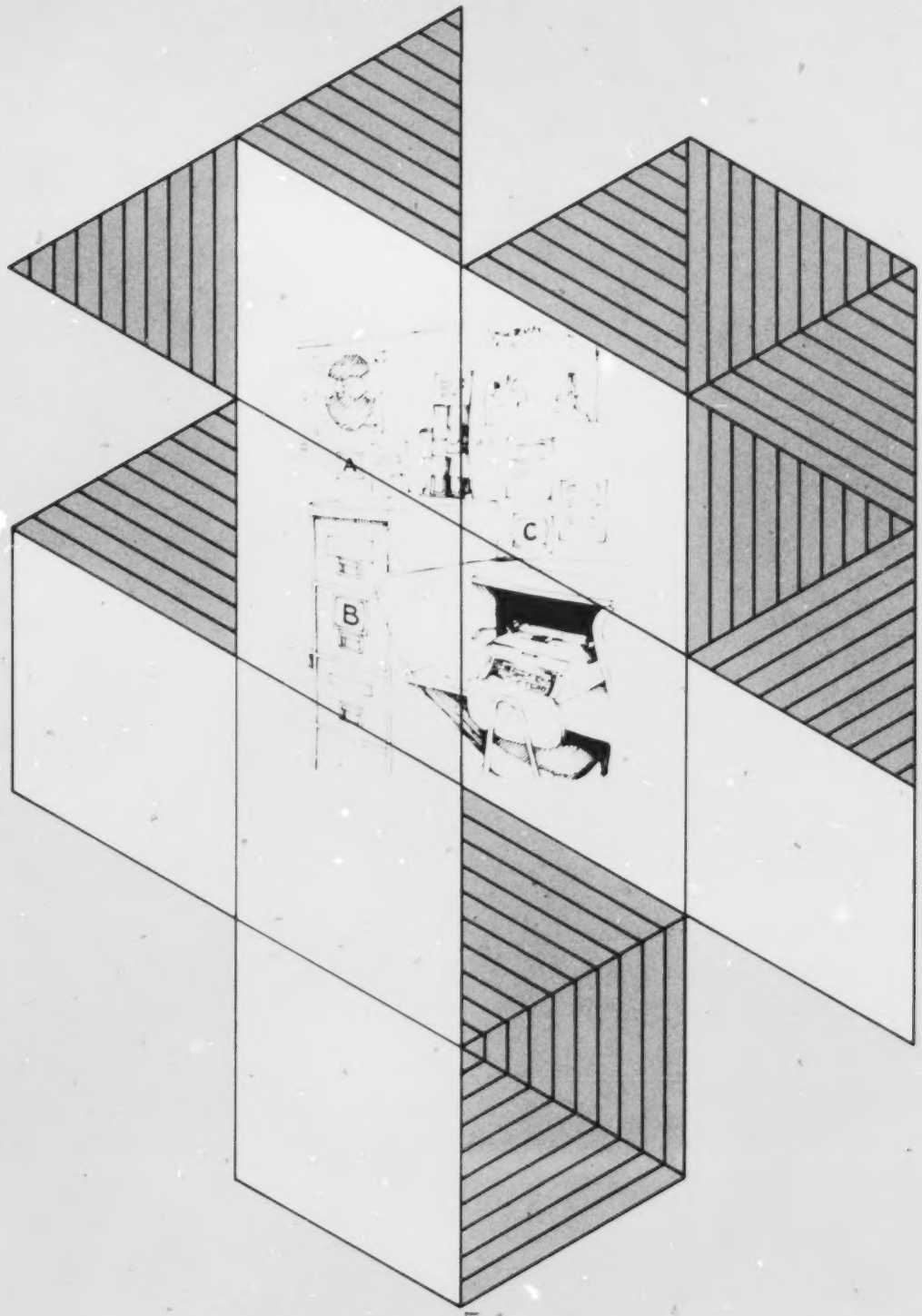
*Inservice Training Workable Ideas*

The following training ideas are designed only to stimulate the readers' creativity as they attempt to provide imagination to their inservice training efforts:

- Visit other career resource center facilities.
- Visit with state department or university officials.
- Promote the enrollment of staff in area courses, workshops, and seminars on career guidance and career education.
- Acquire competency-based teacher/counselor education modules or units.
- Visit and discuss with key community leaders the career resource center.
- Provide opportunities for center staff to speak with teachers and community groups.
- Encourage staff to join and participate in community organizations.
- Visit postsecondary sites.
- Provide opportunities for staff to interact with past graduates and/or dropouts.
- Provide opportunities for staff to meet with small groups of students weekly/monthly to gain their perspectives on center needs and how the center is operating.
- Set up multi-district self-help meetings for idea sharing and problem resolution.
- Arrange internships with other schools or agencies.
- Develop contract learning experiences.
- Provide staff involvement in curriculum and student group committees.
- Provide opportunity for teachers to exchange visits to career guidance-related classroom functions.
- Conduct local "make-it" and "take-it" workshops.

# CHAPTER V

# HOW TO SELECT AND ORGANIZE CAREER INFORMATION MATERIALS



# CHAPTER V

# HOW TO SELECT AND ORGANIZE CAREER INFORMATION MATERIALS

**FORMS OF CAREER INFORMATION**

There is a variety of modes by which career information can be provided. Not everyone learns best through the same means. Some learn best through the written word; others learn at a faster rate through listening; and still others learn most effectively through audiovisual modes. Therefore, if a career resource center uses various types of media, more students, teachers, and community members are apt to use it and learn more.

Printed materials form the backbone of most career resource centers because they are easily used by clients on an individual basis and are available at a relatively small cost. Several commercial publishers specialize in career-related books. Brochures and pamphlets, which are excellent sources of condensed career information, are provided by professional associations, labor organizations, business and industry associations, and governmental agencies at a minimal cost or for free. (Appendix C provides names and addresses of some of these sources.) Certain periodicals and newspapers also contain information that can assist individuals in their career development.

In addition, audiovisual materials enhance a career resource center. They often serve as a good motivator, especially for persons with reading or learning problems. Filmstrips are a relatively inexpensive audiovisual technique for providing specific career information related to career planning and decision-making skills. Films often have a dramatic appeal and are effective in realistically conveying broad concepts and attitudes. Videotape, a fairly new instructional technique, tends to increase the accuracy of students' images of occupations. Television is a medium that has not fully reached its potential in the schools, but advances in cable TV and smaller portable equipment are making it possible for career resource center use. Microfiche and microfilm are other visual materials that provide excellent sources of current career information. The ability of keeping data current through these media make them very reliable information sources.

Computer systems are rapidly coming into their own as a means of presenting career information and experiences to clients. The speed by which they can retrieve accurate information and the storage capacity are both advantages of the computer. The ease of updating and revising stored information is another beneficial factor associated with computers.

**CLASSES OF CAREER INFORMATION**

Career related information is classified into three major areas—educational, occupational, and personal-social.

*Educational information* provides data about schooling and training opportunities. Curricular and extracurricular offerings, entrance requirements, attendance cost, possible financial assistance, facts about student life, and other related information are presented for postsecondary institutions (e.g., vocational/technical colleges, four-year colleges and universities).

*Occupational information* is concerned with occupations and jobs. Data on duties, job entry requirements, working conditions, salary and benefits, life style, advancement patterns, and existing and predicted supply and demand for workers are contained within this area.

*Personal-social information* is concerned with assisting clients in formulating positive attitudes and values in regard to themselves and others. This information will aid them in adjusting to their various life roles. Such topics as values clarification, interpersonal communication skills, and use of leisure time are included in this area.

## SELECTION CRITERIA

Before individuals responsible for obtaining career information materials conduct their search, selection criteria need to be decided upon. The following is a discussion of the types of concerns that should be considered.

*Is the content of the item appropriate?*

The intent of the career resource center needs to be kept in mind when selecting printed and audiovisual materials. The content of all materials must reflect the goals and objectives of the center. Even free materials should not be used if they do not relate to the career resource center objectives.

*Is the item applicable to the population being served?*

For an item to be used, it must be appropriate for the age level and developmental level of those individuals being served by the career resource center.

*Is the material current?*

The more recent the publishing date of materials, the more apt they are to contain up-to-date information. In most cases information over five years old is too dated for use in the career resource center.

*Is the item one that will not become outdated in a short period of time?*

If the information provided contains exact figures such as the number of workers in different occupations and the number of openings in a specific area, it will become outdated very rapidly. Also, audiovisuals can become dated with changes in hair and clothing styles. These types of materials will have to be replaced more often than those which are a little more general.

*Does the item have user appeal?*

An attractively packaged and well illustrated item will attract more users than a drab piece of material with the same content.

*Is the information in the material accurate?*

The information presented should provide a true picture of the topic being covered. If an occupation is being presented, an exact a presentation of the job as possible should be given—it should not be glamourized. The negative aspects of the occupation should be presented along with the good.

*Is the content comprehensive?*

If an item does not cover all aspects of the topic, there is a need for the student to review more than one item to get a total presentation of the topic. Therefore, the more thorough an item, the less likely one will need to obtain numerous materials on the same topic.

*Is the material free of sex stereotyping?*

There is a need to carefully review career information materials in relation to sex-role stereotyping. Sexist language and behaviors are to be avoided in career materials. There should be a fairly equal presentation of males and females performing different jobs, enrolled in various courses of study, and engaged in other life roles. Publishers such as McGraw Hill Book Company and Macmillan provide detailed guidelines for equal treatment of the sexes.

*Is the material free of racial stereotyping?*

Materials need to be looked at for racial biases. People of various racial and ethnic backgrounds should be presented in a variety of activities in a nonstereotypic manner. Also, materials with racist language should be avoided.

*Is the cost of the item within the budget?*

When developing a career resource center, there will be numerous materials to pick from within a wide cost range. One should be careful that the whole budget is not spent on a few items.

*Can replacement items for audiovisual materials be purchased at a minimal fee?*

When purchasing audiovisual materials, it is important to know whether or not individual damaged items, e.g., cassette tapes, filmstrips, within a set, can be replaced free or at a minimal cost. If the only way in which the parts can be replaced is by repurchasing the total set, this cost may be more than the center budget can cover.

When reviewing materials, it is helpful to have a checklist to determine how well an item meets the selection criteria. Ideally, all criteria listed should be met before an item is placed in the career resource center. Under some circumstances, materials will not totally meet all of the criteria and will be put in the career resource center. In these cases, justification should be provided for the acceptance of the materials.

An example of a checklist that could be used when reviewing materials is provided in Exhibit 14.

## EXHIBIT 14

### Selection Criteria Checklist

1. The content of the material will aid students in meeting at least one of the objectives of the career resource center.

   ☐YES ☐NO

   COMMENTS:

2. The item is appropriate for use with the population the career resource center is serving.

   ☐YES ☐NO

   COMMENTS:

3. The information provided is current.

   ☐YES ☐NO

   COMMENTS:

4. The material will not become outdated in a short time period.

   ☐YES ☐NO

   COMMENTS:

5. The material has user appeal.

   ☐YES ☐NO

   COMMENTS:

6. The information is accurate.

   ☐YES ☐NO

   COMMENTS:

7. The material is comprehensive in nature.

   ☐YES ☐NO

   COMMENTS:

8. The material is free of sex stereotyping.

   ☐YES ☐NO

   COMMENTS:

9. The material is free of racial stereotyping.

   ☐YES ☐NO

   COMMENTS:

10. The price of the item is appropriate in relation to the budget.

    ☐YES ☐NO

    COMMENTS:

11. Replacement items for audiovisual materials can be purchased at a minimal fee.

    ☐YES ☐NO

    COMMENTS:

Other factors to consider when developing long-range plans for collection development are described below. Prior to purchase of materials and equipment that require service by the company, it is wise to check out the service record of the company. When purchasing materials that are part of a series, check to see if any future development is planned. In order to have a complete series, the center will need to purchase the new items. Also, revised editions of materials which the center has already obtained should be reviewed prior to purchase to determine the amount of revision conducted. Minor revision would not necessitate purchase of the revised materials.

## SOURCES OF MATERIALS

There are many sources of career information materials. Within the school, there probably exists a number of sources for materials that can be transferred into the career resource center. More than likely, the library has many career information documents which could become a part of the center. Also, many items in the guidance office such as postsecondary institutions catalogs and occupational pamphlets can be integrated into the center collection. If the school has a media center with audiovisual materials, the career related items can be housed in the career resource center. In addition, individual teachers may have career materials and related lesson plans that could be incorporated into the center.

Inexpensive and free materials often contain effective information. There are many sources of such materials. The U.S. Department of Labor provides many pamphlets and brochures on occupations to school districts. The branches of the armed services also have many occupational materials and displays which they are willing to provide. Information about these materials can be obtained through the local recruiting office.

Major businesses and industries often distribute information about their occupations. Colleges, universities, and postsecondary institutions provide course catalogs at no or little cost.

One of the services of professional associations is to provide their members with materials at a relatively low cost. The names and addresses of some of these associations are listed in Appendix C. Also, information about materials can be obtained through professional association conventions.

The sixteen ERIC (Educational Resources Information Center) clearinghouses have numerous materials available for sale. A description of the clearinghouses is presented in Appendix D.

There are a number of directories on the market that describe free or inexpensive materials. Below is a listing of several resources of this type.

- *AV Quick-list:* Career Education, Baker and Taylor, Momence, Illinois (1973).

- *Bibliography of Career Education Materials*, Educational Properties, Inc., Post Box DX, Irvine, California 92664.

- *Career Development Resources: A Guide to Audiovisual and Printed Materials for Grades K-12,* Charles A. Jones Publishing Company, Greenville, Indiana (1973).
  A valuable reference which provides leads to more than 200 career development instructional aids already selected and used by teachers and guidance personnel across the country.

- *Career Education News,* Harcourt, Brace, Javonovich, Inc., 757 Third Avenue, New York, New York 10010.
  This periodical describes current career education materials. It is offered on a subscription basis.

- *Career Education Resource Guide,* Career Resource Center, Erickson Hall, Michigan State University, East Lansing, Michigan 48823.
  Materials that relate to self-awareness, career awareness, career decision making, and planning and placement are abstracted in this guide. Materials are subdivided by grade level.

- *Career Guidance: A Handbook of Methods,* Charles E. Merrill Publishing Co., Columbus, Ohio 43216 (1973).
  An abstracted account of more than 600 career guidance methods. It also provides help in the training of guidance personnel at all levels for it allows the reader a quick scan of the broad parameters of guidance and counseling methods.

- *Career Guidance Resources: A Handbook of Resource Abstracts—Grades K-14,* The Center for Vocational Education Publications, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (1977).
  An excellent source of career development materials. More than 500 printed, audiovisual, and manipulative materials are described in abstract form.

- *Career Index*, Chronicle Guidance Publications, Inc., Moravia, New York 13118.
  Published annually, this document lists free and inexpensive materials by careers and also by organizations that publish the materials.

- *Career Information Directory,* Information Systems Services, P.O. Box 1231, Milwaukee, Wisconsin 43201.

- *Career Tests and Resources,* San Diego County Department of Education, Public Services Section/Career Guidance Services, 6410 Linda Vista Road, San Diego, California 97211 (1975).
  An annotated review and evaluation of available and usable career guidance materials. This career guidance material information is published in looseleaf binder form and on needle sort forms.

- *Dealing in Futures: Career Education Materials for Students,* USOE Publication, U.S. Government Printing Office, Washington, D.C. 20402 (1977).
  The books and materials in this bibliography have been selected from the Collections of the Educational Materials Center (EMC) and from among currently available government publications.

- *Educators Guide to Free Materials,* Educators Progress Service, Randolph, Wisconsin 53956 (1976).
  This guide, which is published annually, provides sources of free films, filmstrips, and printed materials.

- *EPIE Career Education Set: Volume 1—How to Select and Evaluate Instructional Materials, Volume 2—Analyses of Seven Hundred Prescreened Materials,* EPIE Institute, 463 West Street, New York, New York 10014 (1975).
  Volume 1 contains information to assist persons in selecting and purchasing career materials. Volume 2 provides descriptions of more than 700 career education materials.

- *Inform,* American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009.
  This periodical, which can be obtained through subscription, provides up-to-date information on sources of current career information. *Inform* and the *Career Resource Bibliography*, which accompanies it, list career resources for specific occupational clusters.

- *Key Resources in Career Education: An Annotated Guide,* The National Institute of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20208 (1976).

  This guide provides a source of comprehensive information about the field of career education. Materials referenced in the guide are useful to those developing and implementing a career education program.

- *The Multi-Media Catalog: Books, Periodicals, Films and Cassettes,* American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009 (1976).

  This catalog, which is divided into twenty-five categories, provides information on career materials developed by and published by APGA. Ordering information is also included.

- *NVGA Bibliography of Current Career Information,* Publication Sales, American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009 (1976).

  A listing of materials arranged by careers. Each item is evaluated according to NVGA standards. A second listing describes and evaluates career films.

- *Occupational Literature: An Annotated Bibliography,* H.W. Wilson Company, 950 University Avenue, Bronx, New York 10452.

  An alphabetical listing of occupational material with an indication of better quality materials.

- *Publications Catalog,* The Center for Vocational Education Publications, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

  Published periodically, this free document lists over 350 publications in the areas of career and vocational educations.

- *Resource Book of Low Cost Materials,* American Institutes of Research, Box 1113, Palo Alto, California 94302 (1974).

  This document is a review of teacher handbooks and guides, career exploration, curricula and student texts, student guidance materials, and multimedia resources.

- *Resources for Career Development: An Annotated Bibliography,* Indiana Career Resource Center, 12019-09 South Greenlawn Avenue, South Bend, Indiana 46615 (1975).

  This document presents approximately 650 annotated and categorized listings. Included in this publication are annotated references to printed materials, games and simulations, film and cassette media, and test instruments.

- *Senior High Learning Resources for Career Education,* New Jersey Occupational Resource Center, Building 871, R.M.C. Plainfield Avenue, Edison, New Jersey 08817.

  An annotated listing and ordering information for a variety of career resources are included.

- *Sources of Career Information,* Michigan State University, Occupational Library, East Lansing, Michigan.

- *A Starter File of Free Occupational Literature,* B'nai B'rith Vocational Service, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20007.

## REQUESTING AND PURCHASING MATERIALS AND EQUIPMENT

When a career resource center is being set up, numerous requests are made for materials and equipment. In order to save staff time, postcards can be developed and modified to fit the situation. Sample postcards for requesting materials are presented in Exhibits 15 and 16. A sample form for purchasing equipment and materials is shown in Exhibit 17.

Some points need to be kept in mind when acquiring materials.

- Determine that the school building or district office does not already have the material.
- Do not purchase anything without first previewing it.
- Form a previewing committee—a group of teachers, counselors, and students who screen the materials for appropriateness.
- Use a selection criteria checklist when previewing materials.
- Be aware of the processing and purchasing procedures and cost.

**EXHIBIT 15**

**Request for Free Information**

Slate Run High School
Slate Run, Michigan

Our high school is establishing a career resource center. It would be appreciated if you could provide us with multiple copies of any appropriate free pamphlets, booklets, or other types of materials.

Thank you. _____

## EXHIBIT 16

### Request for Obtaining Materials on Approval

Slate Run High School
Slate Run, Michigan

Our high school is in the process of establishing a career resource center. We are interested in obtaining the following for preview:

1. _____
2. _____
3. _____

Thank you. _____

## EXHIBIT 17

### Purchase Order

Purchase Order No._____

Slate Run High School
Slate Run, Michigan

Date:

To:

| Item | Quantity | Unit | Description | Unit Price | Total Price |
|---|---|---|---|---|---|
| | | | | | |

Initiated by:_____ Approved by:_____
*District Treasurer*

Date:_____

**INVENTORY PROCEDURES**

As materials are received they need to be inventoried so there is a complete, up-to-date listing of what is contained in the career resource center. If index or rollex cards are used, the file can easily be updated and kept in alphabetical order. Two cards should be made for all materials. One card would be headed by the title of the material with the author, publisher, publication date, and subject area listed underneath. The other card would be a cross reference with the subject area listed on the top of the card. A sample format is shown in Exhibit 18.

**EXHIBIT 18**

**Inventory Cards**

Card No. 1

*How to Get a Job*

Collier Macmillan Publishers

1974

Job seeking skills

Card No. 2

Job-seeking skills

*How to Get a Job*

Collier Macmillan Publishers

1974

**CATALOGING AND FILING OPTIONS**

One of the common organizational devices for arranging materials is the use of a station or zone concept. Numerical or alphabetical designations are used to denote each station. A logical grouping of materials should be identified before determining the number of stations required. A suggested grouping is outlined below. (The floor plan in Exhibit 7 illustrates one way the following stations can be arranged to provide adequate space and accommodate the traffic flow.)

Station A. *Self-Awareness Materials.*

Information designed to assist individuals in gaining a better understanding of themselves is located at this station. Topics covered in this area include attitudes toward self and others; values; interests; decision making; and others related to positive self development.

Station B. *Armed Services Information.*

This station provides answers to questions about the Army, Navy, Air Force, Marines, Coast Guard, and R.O.T.C. programs.

Station C. *College and University Information.*

Resources at this station provide descriptions of colleges and universities throughout the nation. Admission requirements, program offerings, degrees offered, tuition costs, and other related topics are presented.

Station D. *Trade and Technical School Information.*

This section is filled with materials that explain the technical, apprenticeship, and other accredited programs offered in the U.S.

Station E. *Career Games.*

This station contains career games, kits, etc., that provide experiences in decision making, values clarification, occupational exploration, career planning, and selection.

Station F. *State Occupational Information System.*

Information from a state occupational information system is located at this center. This information in many instances is available on microfiche or computer.

Station G. *Occupational Briefs.*

The occupational information in this section contains a variety of pamphlets, brochures, and journal articles about numerous occupations.

Station H. *Job Application Skills.*

This station houses a variety of resources designed to assist individuals in obtaining employment. Materials that help individuals prepare resumes, fill out applications, and prepare for job interviews are representative of the contents of this station.

Station I. *Local Employment Opportunities.*

Placement opportunities are enhanced by this station that identifies up-to-date job opportunities in the local area.

Station J. *Occupational Resources.*

Occupational materials other than briefs are located at this station. Some of the materials focus on a single occupational area while others contain descriptions of occupational fields or the total work world.

Station K. *Computer-Assisted Guidance.*

Terminals that provide on-line interactive dialogue with computer programs are located at this station.

Station L. *Community Affairs.*

This station provides information related to community events, activities, and services provided by community agencies.

Station M. *Career Files.*

Miscellaneous materials about occupations and career experiences such as newspaper articles, photographs, and information sheets are arranged in folders at this station.

Station N. *Undecided Corner.*

A variety of sources including interest inventories, course descriptions, and biographies are available at this station to help clients make educational choices.

Station O. *Filmstrip Collection.*

This station has audiovisual equipment and a number of filmstrips dealing with the skills, responsibilities, and work environment of specific occupations.

Station P. *Emerging Occupations.*

This station features materials about emerging occupations which clients are unlikely to know about to encourage consideration of employment prospects in making career choices.

Station Q. *Federal and State Civil Service.*

Information at this station depicts the range of civil service occupations and procedures to follow in applying to take civil service examinations.

There is a variety of filing options to select from in organizing materials within these stations. When selecting one, be certain it is the most practical for your situation. A good filing system should have the following characteristics:

- Provide a clearly definable location for each item to be filed in order to reduce confusion;
- Be simple to use;
- Allow room for expansion; and
- Be logically categorized.

The following are some filing options for occupational information.

*Alphabetical*—Materials can be filed alphabetically according to job titles. The advantages of this system are that it is easy to use and maintain and that all materials on one occupation are grouped together. Disadvantages include the fact that related occupations, e.g., medical occupations, are not grouped together. Also, a cross reference index will be needed for occupations that have alternate titles and/or subcategories.

*D.O.T. (Dictionary of Occupational Titles)–Based*–The D.O.T. coding system is the basis for a filing option. The occupational materials are filed according to the classifications with the D.O.T. This is a fairly common filing system. Through this system all related occupations are placed together. However, to use this system one needs to have knowledge of the D.O.T. system and must refer to the code numbers before retrieving materials. Also, revisions in the D.O.T. might necessitate refiling.

*Occupational Clusters*–The fifteen USOE occupational clusters can form the basis for a filing system of occupational information. This system clusters related occupations together and can be used fairly easily. Materials can be filed alphabetically within the clusters. The fifteen clusters are as follows:

- Agribusiness and Natural Resources
- Business and Office
- Communication and Media
- Construction
- Consumer and Homemaking Education
- Environment
- Fine Arts and Humanities
- Health
- Hospitality and Recreation
- Manufacturing
- Marine Science
- Marketing and Distribution
- Personal Services
- Public Service
- Transportation

*Academic Subject Classification*–Occupational materials can be filed according to school subject areas to which they relate. The appropriate occupations related to each subject are arranged alphabetically under the subject heading. Students can easily identify with the academic areas and see which occupations are associated with different areas. On the other hand, extensive cross referencing is needed since one occupation can pertain to more than one academic area.

*Library Classification*–A modification of the Dewey Decimal System can be used as a filing system. This type of system is one which most people are somewhat familiar with and can easily use. However, in order to implement the system, one needs to know how to set up the Dewey Decimal System.

## CHECK-OUT OR "PLEASE TAKE" PROCEDURES

Many centers do not allow students to check out materials. However, if a check-out system is to be used, guidelines for a check-out procedure should be established prior to the opening of a career resource center. The guidelines should address the following concerns:

- How long will materials be checked out, e.g., one day, one week, two weeks?
- How will the whereabouts of the materials be kept track of, e.g., will students sign materials out on a sign out sheet; will they sign a card placed in the back of the document; or will the students take the material to a person in charge who will sign the book out for them?
- How will overdue materials be handled, e.g., will materials not be requested until needed by someone else; will notices go out to persons who have overdue materials; or will fines be collected for overdue materials?

Free materials that students can take and keep should be separated from the others and labeled "please take" so there will be no confusion about which items are available for this purpose. To further enhance public relations efforts, the materials could be stamped with "Compliments of . . ."

**MAINTENANCE PROCEDURES**

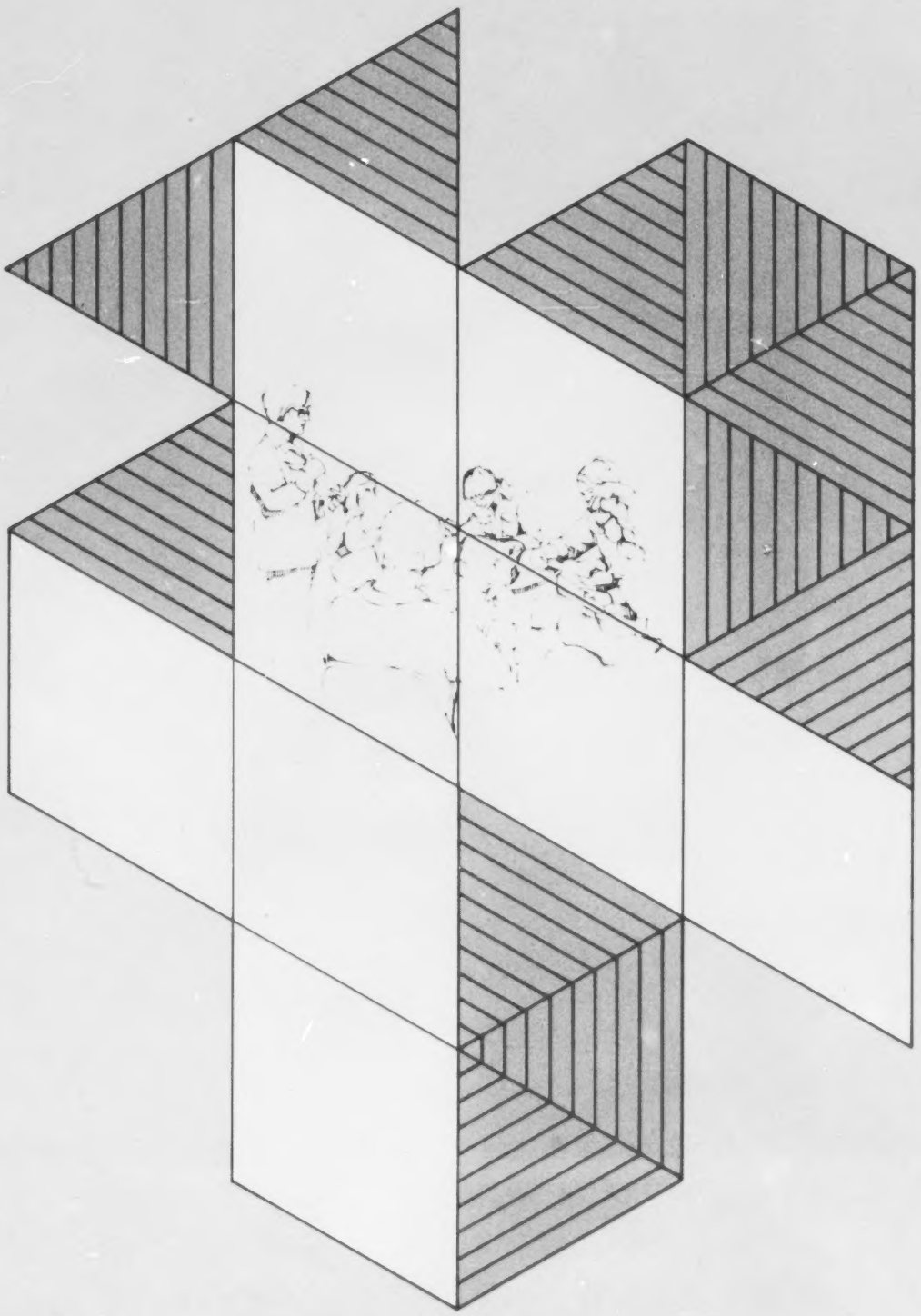
Periodically, the career resource center needs to be studied for maintenance purposes. The equipment should be examined for broken parts and should be repaired. Files of career information need to be purged at least annually and outdated materials need to be removed. This is a good time to determine the needs for future ordering. Some publishers provide an annual updating service which can be subscribed to.

In order to have an effective career resource center, material selection and organization are essential. The above procedures describe many suggestions for accomplishing this end.

Free handouts will have to be replenished whenever they run low. If contacted, agencies such as the armed forces will send a representative to the school to update their materials. Other agencies may send materials through the mail.

# CHAPTER VI

# HOW TO PROMOTE EFFECTIVE PUBLIC RELATIONS



# CHAPTER VI

# HOW TO PROMOTE EFFECTIVE PUBLIC RELATIONS

## ENCOURAGING SUPPORT

One of the underlying purposes of the career resource center is to increase client opportunities to come into contact with a broad range of life role options. Inherent in a successful career resource center is the wide-scale use of community resources: personnel, facilities, materials, and finances. Encouraging broad-based support for the center will aid in obtaining these resources. Members of the community are more likely to lend their assistance when they are aware of what is happening.

Center staff should be cognizant at all times of information that is important to the public. Some of the areas that could be communicated through effective public relations strategies include the following:

- goals of the center
- needs—materials, finances, human resources
- accomplishments
- human interest stories
- special events—speakers, films, classes
- progress reports
- evaluation results

A well-planned public relations effort is vital to the success of the career resource center. An effective public relations program also helps guarantee broad-based center use. A variety of strategies can be used to communicate information designed to bring people into the center. By varying the strategies, a larger segment of the target audience can be kept informed on a continuing basis.

A good system of communications with all members of the faculty, counseling staff, administration, clients, and other community members should be established and maintained. The basic way to reach community members is through the local media—newspaper, radio, and television. A variety of suggestions for public relations strategies is presented below.

## A SAMPLER OF PUBLIC RELATIONS IDEAS

*Prepare releases for local press.*

The local press provides a good vehicle for announcing the start of the center, programs and activities within the center, and other special events. Exhibit 19 contains a sample news release.

## EXHIBIT 19

### Career Resource Center News Release

**CAREER RESOURCE CENTER OPENS**

A Career Resource Center is now in operation at Slate Run High School. The local school is one of three schools selected by the State Department to participate in a pilot career education program.

The center is planned and established for high school students. Future career resource center programming will include local area adults.

When students use the services of the Career Resource Center, they will involve themselves in career planning and decision making. One major objective of the center is to improve, extend, and expand informational services, enabling the students to better understand themselves and to make the necessary decisions required by the world of work.

Students' interests are stimulated through the use of books, cassettes, filmstrips, and films. Interaction with counselors, teachers, parents, and business and industry representatives is stressed through the center.

*Conduct orientation programs at the career resource center.*

School staff, students, and community members should receive orientations to the center so that they can learn about the purpose, programs, and materials of the career resource center.

*Use public address system to announce special center happenings.*

Promoting the activities of the career resource center can be done effectively and oftentimes creatively through the use of the school's P.A. system. Exhibit 20 contains a sample public address system announcement.

## EXHIBIT 20

### Public Address System Announcement

Attention students! During lunch hour today the Career Resource Center will be featuring a fifteen-minute film depicting occupations in the health professions. A representative from General Hospital will answer any questions you may have between 12:30 and 1:00 in Room 105.

*Hold career resource center open houses.*

An informal orientation to the center can be conducted through the use of an open house. A relaxed atmosphere with simple refreshments will help to build user interest appeal.

*Prepare information brochures, describing center resources, programs, activities, and services.*

An attractively designed brochure describing the center's resources, programs, activities, and services can do much to attract people to the career resource center. A cover design is presented in Exhibit 21.

*Display posters throughout school publicizing the center.*

Stairwells, bulletin boards, windows, and other space can be used to display posters publicizing the career resource center. An idea for a poster is presented in Exhibit 22.

*Make use of school newspapers and staff memos.*

Advantage should be taken of existing communication networks such as the school newspaper and staff memos to publicize center activities. Short, concise statements can be frequently submitted to the respective editors.

*Develop career resource center newsletter.*

A newsletter published by the career resource center provides a means of presenting timely career information to staff. Synopses of career-related information from current newspapers and periodicals can be included in the newsletter. Also, ideas for infusion of career development concepts into the classroom can be incorporated.

*Be available to meet with civic and community groups.*

Civic and community groups are interested in the activities of the school and many times request school staff to relate current activities. A short presentation could be prepared to serve this purpose.

*Develop an audiovisual presentation about the center.*

A slide/sound presentation that shows the center in action can be very effective in promoting the center. Pictures of center clients actively participating in career resource center programs and activities help in showing the center's breadth of operations. The narrative could include such topics as the history of the center and a description of its materials and activities.

*Provide a suggestion box.*

Users of the center can help identify needed improvements or additions by placing suggestions in a suggestion box. Whenever a suggestion is adopted by the center, the contributor(s) is recognized by displaying the name(s).

*Use gimmicks to promote use of the center.*

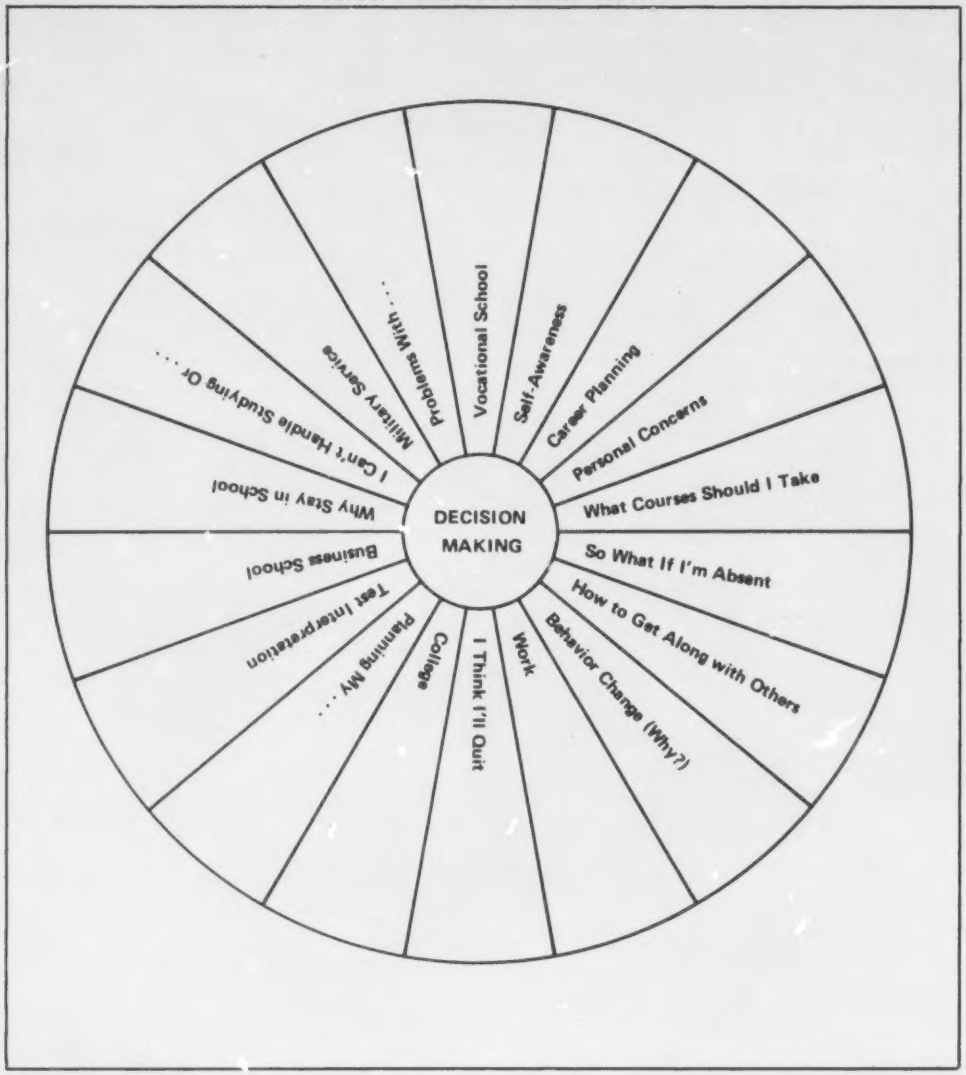
Bookmarks, pencils, book covers, and litter bags with the name of the center stamped on them can be distributed to visitors and placed in strategic locations throughout the school and community. Exhibit 23 presents a sample bookmark.

EXHIBIT 21

Brochure Cover Design

## EXHIBIT 22

Career Resource Center Poster




*Provide opportunities for visibility by encouraging visitations.*

The career resource center staff should maintain an "open door" policy for other school district personnel who are interested in planning and developing a career resource center. Through this activity persons planning career resource centers gain insights and the existing center gains increased visibility.

*Invite speakers from the community into the center.*

Active involvement of community members in career resource centers serves to promote good public relations.

EXHIBIT 23

Career Resource Center Bookmark

career information center
Delta College, University Center, MI 48710
Use as BOOKMARK and Reminder where to go for Career finder . . .
(Front Side)
The Future Belongs To Those Who Plan One . . . NOW!
Delta's C.I.C. has information explaining careers, colleges, universities, and technical schools. The information resources explain the following about careers and academic/technical institutions
• projected employment outlook
• wages and salaries
• educational requirements
• advancement opportunities
• necessary personal qualifications
• programs of study listed by state
OPEN DAILY
Tue. & Wed. until 8:30 p.m.
DROP IN
The Career Information Center (C.I.C.)
North End of East Concourse
(lower level)
(Back Side)

*Develop a career resource center logo and use on all materials.*

A trademark that is clearly identifiable with the career resource center could be developed and used in communications and placed on materials. In this way, a sense of center identity is established.

*Use word-of-mouth to promote the center.*

Positive comments made by users of the center can do much to attract other clients to the center.

*Maintain a visitor's book.*

A guest registry can be placed near the doorway of the center for visitors to sign as they enter. Besides providing information for evaluation, it serves as an additional means of recognizing center visitors.

*Use flyers and handouts frequently.*

Attractive flyers and handouts are a relatively inexpensive way of communicating forthcoming special events.

*Develop career resource center placards.*

Placards can be placed throughout the community to advertise the name and location of the center. A sample placard is displayed in Exhibit 24.

*Involve clients in all phases of program operation.*

Center users are more apt to become frequent visitors if they have a role in the center operations. Clients can be involved in almost all aspects of the center. For example, they can assist in setting up displays, bulletin boards, and filing materials.

*Make the center available to community organizations.*

Good will with the community can be established by allowing civic and service organizations to hold their meetings in the center.

*Volunteer to conduct classroom presentations.*

Center staff can provide career related presentations in the classroom. Such topics as career decision making, career planning, and values clarifications can be discussed.

*Provide free materials to staff.*

Teachers can be provided extra copies of free materials that relate to their subject areas. This approach should serve to attract more teachers to the center.

EXHIBIT 24

Career Resource Center Placard

# WALK-IN

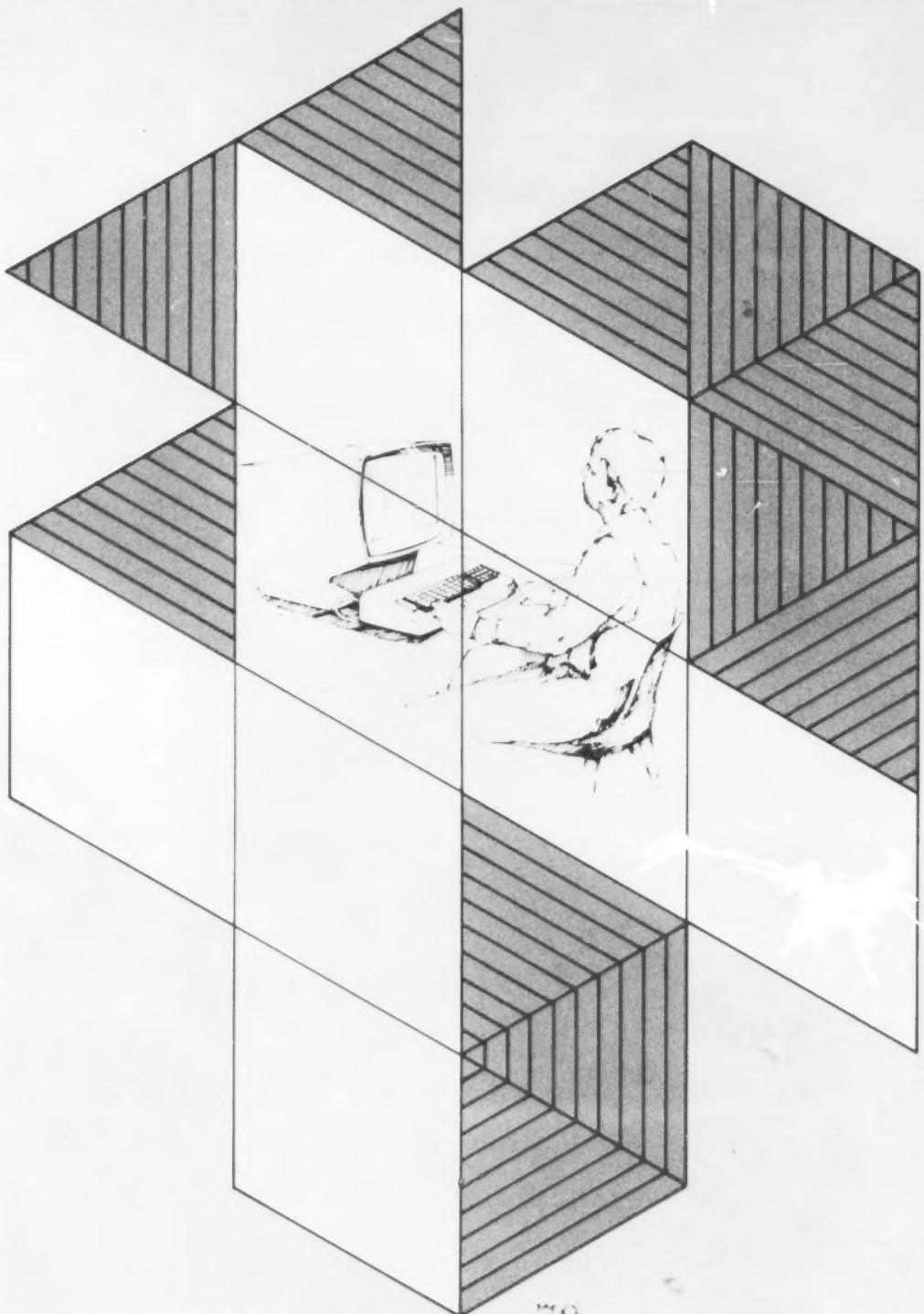
FLINT COMMUNITY SCHOOLS

## CAREER RESOURCE CENTER

## Services For Individuals

# CHAPTER VII

# HOW A CAREER RESOURCE CENTER CAN PROVIDE PROGRAMS, SERVICES AND ACTIVITIES



# CHAPTER VII

# HOW A CAREER RESOURCE CENTER CAN PROVIDE PROGRAMS, SERVICES, AND ACTIVITIES

Most studies regarding client use of career resource centers show that there is a strong positive relationship between the number of times students have visited the center and the degree of their satisfaction with the amount of career development assistance they receive. For example, a study of career centers in California reveals that there is a positive relationship between visiting a career center and increased exploration of career options. In the areas of both exploration and planning, however, increased use of a center yields proportionately greater returns for the client.

It is difficult to predict the number of clients who will use the center's services. The only prediction that can be made is that demand will increase with greater availability of services.

## TYPES OF PROGRAMS

The career resource center is more than a library. With appropriate staffing, clients are provided a variety of services that will assist them in their total career development success. It is an ideal setting for conducting group counseling activities, administering and interpreting tests and inventories, providing individual counseling, conducting class-related career activities, and providing computer-assisted guidance.

Individual and group career counseling, and test or inventory administration and interpretation are activities conducted by counselors and easily can be transferred from the guidance counselor's office to the career resource center. In some cases, the counselor's office is small and not conducive to certain types of activities. By locating these activities in the career resource center, more space and career development resources are on hand.

The career resource center is an excellent place for classroom teachers to conduct career guidance activities. Career oriented films, filmstrips, and other audiovisual presentations that relate to topics students are studying can be viewed by the class in the career resource center. Also, a class can listen to a guest speaker in the center.

Other schoolwide programs and activities can emanate from the career resource center. These include job placement programs, work experience programs, career days, college recruitments, field trips, and other similar activities.

Computer-assisted career guidance programs are becoming more and more popular. The career resource center is a logical place for the computer terminals to be housed. A synopsis of several computer programs is presented in Appendix E, and a description of MOIS, an occupational information program, follows.

## OCCUPATIONAL INFORMATION SYSTEMS

Michigan, along with the states of Alabama, Colorado, Massachusetts, Minnesota, Ohio, Washington, and Wisconsin were recipients of grant awards to develop statewide occupational information systems from the National Occupational Information Systems (NOIS), U.S. Department of Labor. In order to describe the general nature and intent of these systems, the following Michigan Occupational Information System (MOIS) is presented. The MOIS program, administered by the Michigan State Department of Education, presently is concentrating its efforts on developing reliable occupational and educational information based upon the following goals:

- provide a wide variety of users with opportunities to utilize one or more delivery systems.
- develop a state and local information base that realistically reflects the employment and educational scene in Michigan.
- create a data base and linkage system to meet the identified informational needs of user groups.

Essentially, the program focuses on these major dimensions: information development, information delivery, and user services.

*Information Development*

The current focus on information development for the MOIS program is aimed at providing six data base components which reflect the occupational and educational structure of Michigan's jobs and institutions. The contents of these files are detailed below.

Michigan occupational file contains over 1400 occupational specialties in 350 MOISCRIPTS reflecting 95 percent of the employment in Michigan. Specific topics are covered under six major headings: (1) nature of the job—job definition, duties, occupational specialties, machines, tools, equipment, work aids; (2) working conditions—environmental, physical, seasonal, hours and schedules, cost to workers; (3) economic and advancement opportunities—earnings, fringe benefits, advancement, related jobs; (4) worker requirements—personal, work experience, special, opportunities for experience and exploration, method of entry; (5) current status of occupation—national employment, state employment (where employed and number of workers), general outlook—supply and demand, projections, special opportunities; and (6) more sources of information.

Program files have descriptions of the 118 postsecondary education programs available at Michigan's two-year and four-year colleges, universities, and private schools. Information contains the purpose of the program, average length of the program, degrees offered, program specialties, teaching certificates available, and crosswalks to other programs.

School file provides comparative and descriptive data on 300 Michigan two-year and four-year colleges, universities, and private vocational schools. File topics for each school include:

- General information in type, size and location of school, enrollment, calendar and schedule of classes available, contact person, admission dates, special rules, campus tour availability.

- List of programs of study available.
- Entrance requirements for freshmen and transfers, contact person, special admission opportunities.
- Housing information as to what is available both on and off campus and a contact person.
- Cost and financial aid information on such topics as tuition and fees, room and board, cost per credit hour, deposits required, financial aid application procedures, application dates, contact person.
- Services for students such as health center and day care facilities, student parking, job placement, and counseling.

Apprenticeship file identifies fifty-two major apprenticeable trades and describes basic program characteristics such as length, what is learned on the job, and what is learned in the classrooms.

Military file presents 116 related military training opportunities for compatible MOIS occupations. Related military training is identified by service, title, military rating, and the major duties associated with each listing.

School subject file identifies ninety-eight subjects related to preparing for the 200 MOIS occupations. For each data base contained within MOIS, a development and review process has been established for purposes of identifying information topics and validating occupational descriptions. This process involves the development of actual samples, external review by knowledgeable individuals (including potential user groups), revision, development procedure documentation, and editing prior to final entry into the system.

*Information Delivery*

Information that is collected and organized in the development component can be disseminated via three major delivery systems: (1) microfiche, (2) computer, and (3) hardcopy.

New designs in format, graphics, layout, and information organization are incorporated in the microfiche system. A computerized delivery vehicle is another MOIS dissemination strategy. This program allows users to retrieve data from the MOIS files through an interactive mode. Hardcopy information is packaged and bound to serve primarily the needs of libraries and other reference collecting agencies.

*User Services*

The user services area is dedicated toward developing and training school and social service personnel to utilize the MOIS data banks and delivery subsystems. Regional workshops are conducted to orient and assist those individuals who wish to utilize any or all of the MOIS program components.

For further information about MOIS, contact:

Dr. Rod W. Durgin, Director
Michigan Occupational Information System
Vocational-Technical Education Service
P.O. Box 30009
Lansing, Michigan 48909

## MATERIAL DEVELOPMENT ACTIVITIES

The development of materials through the career resource center is one type of activity which involves many people in the center. Items such as newsletters, bulletin boards, job briefs, and a community resource directory can be developed by center staff along with other individuals, e.g., teachers, students, community members.

*Career Resource Center Newsletters.*

A possible journalism class project is the development of career resource center newsletters. The students interview center staff and users to obtain information about the activities of the center, e.g., new materials, guest speakers, upcoming events, and then write the articles. After the articles have been approved by the career resource center coordinator and the journalism teacher, the students lay out the newsletter and have it printed and distributed. The newsletter should be distributed to teachers, students, administrators, parents, employers, and other interested persons.

*Bulletin Boards.*

Bulletin boards serve two purposes. They advertise the activities and events of the center, and they provide focus on careers. An attractive bulletin board situated near the career resource center makes people aware of the center's activities. Eye-catching messages and photographs of students taking part in career resource center activities add interest to the display. Other bulletin boards, in and out of the center, that highlight careers are effective in making students aware of the variety of careers. Bulletin board development is a good activity for students. By researching aspects of a particular career and attractively displaying this information on a bulletin board, students gain knowledge of and perhaps a greater interest in certain careers.

*Job Briefs.*

Locally developed job briefs provide information about the occupations in the general geographic area. One way of obtaining the information for the briefs is to have a group of students, perhaps an English class, interview persons in the community on the nature of work they do, the training and other qualifications needed for the job, the advancement possibilities, benefits, working conditions, and the employment outlook. Following the format provided by the career resource center staff, students write the job briefs.

Another version of presenting job briefs is through the use of cassette tapes. Students could record interviews with persons in the community, or a list of questions with an accompanying cassette on which to tape responses could be sent to selected community members. Tapes would be placed in the career resource center.

*Community Resource Center Directory.*

Developing a community resource center directory could be a schoolwide project. The purpose of the directory is to provide information about who in the community would be interested in participating in career resource center activities. These activities include serving as a guest speaker and assisting in field trips. Parents, employers, senior citizens, and other community persons are people who should be surveyed for their interest. A sample survey questionnaire is shown in Exhibit 25.

**EXHIBIT 25**

**Community Survey**

Name _____

Address _____

_____

Phone _____

1. Would you be willing to assist in conducting career resource center activities?

   Yes ☐ No ☐

2. If yes, please check the type of activity you would be able to conduct.

   Field Trip ☐ Speaker ☐ College Night ☐
   Workshop ☐ Career Day ☐ Other ☐
   Identify _____

3. Please describe your occupation and/or special areas of interest.

4. What is the most convenient day and time you could serve as a resource person?

   Day _____ Time _____

5. Would you be interested in serving as a volunteer in the career resource center?

   Yes ☐ No ☐

The survey forms can be distributed either by mail or by students going door to door and delivering the forms. The data need to be compiled in an easy-to-use directory after they are received. There are a number of ways to organize a directory, e.g., by subject matter, by occupation, alphabetically. The staff of the career resource center needs to decide the most appropriate organization. It is best that the organization of the directory be compatible with the filing system (Chapter V). Once the directory has been set up, it is used by center staff and teachers to find community resource persons who can assist in providing more effective career development activities.

*User Handbook*

The user handbook is another locally developed material that is of value in the career resource center. This booklet is given to incoming students when they are oriented to the center. It provides such information as the purpose of the center, the hours it is open, the manner in which it is organized, the types of materials contained in the center, and the activities available through the center. The booklet is constructed so that students can add materials they have obtained through their use of the center, e.g., test and inventory results, brochures, and other information on careers of interest. An attractive title page is presented in Exhibit 26. An additional feature of the user handbook can be the checklist which students use in conjunction with career development activities. An example of such a checklist is presented in Exhibit 27.

**CAREER RESOURCE CENTER ORIENTATIONS**

Orientations to the career resource center are necessary so that people will use it effectively. A variety of populations needs to receive orientations.

Teachers should have two different types of orientation meetings. A large group situation such as a faculty meeting or faculty open house at the center can provide an introduction to the concept of career development and an overview of the goals and activities of the career resource center. Later, departmental meetings should be held in the center to develop a closer relationship with individual teachers. The theme of these meetings would be the role of the classroom teacher in career development activities. Suggested topics of discussion include (1) career-related classroom activities, (2) examples of how the work world and school are related, and (3) ways in which the career resource center can help the teachers.

In addition to the initial orientations to the career resource center, the need exists for continual involvement of the center staff with the teachers. This involvement includes:

- Publicizing the center-related activities which teachers are conducting and being sure to recognize their individual efforts.
- Notifying teachers of career information which they can use with students.
- When possible, inviting teachers to take part in field trips and conferences.
- Conducting periodic inservice activities:
  - having resource people speak to departments about related careers (e.g., careers in journalism for the English department).
  - sharing of innovative career activities.
  - having the departmental staff take a field trip to a work place.

If students are expected to use the services of the career resource center adequately, they must receive an initial orientation to what the center is and how it works. The variety of ways in which this information could be presented includes assembly programs, flyers, posters placed around the school, bulletin board displays, and school newspaper articles. All of these vehicles of providing information have the potential for creating awareness.

EXHIBIT 26

# ■CAREER RESOURCE CENTER■

## Handbook

**Presenting**

**The Center's**
**Multi-Media Delivery System**

**Including**

**Filmstrips**
**Cassettes**
**Pamphlets**
**Programs**
**Testing**
**Machinery**
**Activities**
**Speakers**
**Guidance**
**Movies**

**And much, much more!**

**Designed**

To direct you from where you are—
To where you'd like to be—In your Tomorrows!

Hill High School
5815 Wise Rd.
Lansing, Mi. 48910

EXHIBIT 27

Student Checklist of Useful Career Development Activities at Hill

| Self-Awareness and Exploration | Career Awareness and Exploration | Decision Making and Planning | Placement (Goal Implementation) |
|---|---|---|---|
| ☐ Transcript Copy (CA 9)<br>☐ Testing Profile<br>☐ Stanford Achievement<br>☐ OTIS BETA<br>☐ OTIS LENNON "J"<br>☐ D.A.T.<br>☐ A.S.V.A.B.<br>☐ G.A.T.B.<br>☐ P.S.A.T.<br>☐ S.A.T. (a.t.p.)<br>☐ A.C.T.<br>☐ KUDER<br>☐ O.V.I.S.<br>☐ Occupational View Deck<br>☐ Value Clarification<br>☐ Lifestyle Clarification<br>☐ Filmstrip Cassette Programs<br>☐ Personal Needs Assessment<br>☐ Filmstrip–Cassettes | ☐ Career Filmstrip Cassette Programs<br>☐ V.I.E.W.Program<br>☐ V.I.E.W. Student Handbook<br>☐ Chronicle Microfiche<br>☐ Chronicle Library<br>☐ State Job Exploration<br>☐ Federal Job Exploration<br>☐ Military Job Exploration<br>☐ Alternatives to College<br>☐ Occupational Outlook Handbook<br>☐ Occupational Outlook Quarterly<br>☐ "Manpower"<br>☐ "Careers"<br>☐ M.S.U. Careers Information<br>☐ Speakers from Business/Industry<br>☐ Visits to Specific Job Settings<br>☐ On-the-Job Experience | ☐ Knowledge of the Nature of Decision Making<br>☐ Technical Training Exploration<br>☐ Decision Making Model Development<br>☐ College Exploration<br>☐ Apprenticeship Exploration<br>☐ Narrowing Career Choices<br>☐ Technical School Visitation<br>☐ College Visitation<br>☐ Participation in Career Planning<br>☐ Long-Range Alternatives Developed | ☐ How to Apply for Job Skills<br>☐ Interview Skills<br>☐ Resume Skills<br>☐ References Established<br>☐ What Color Is Your Parachute?<br>☐ Three Favorable Personal Characteristics<br>☐ Letter-Writing Forms<br>☐ Gaining Skills/Knowledge Necessary to Implement Career Plans<br>☐ Implementation of Education and/or Career Plans |

Parents and other community members comprise another population requiring orientation to the center. An open house is an excellent way of showing the center to the community. Flyers taken home by students and articles in the community paper are also ways of presenting information about the career resource center.

**INFUSION INTO THE CURRICULUM**

Classroom teachers should make great use of the career resource center and the services it offers. Since the center is an excellent source of current career information, the teachers should provide assignments which require students to use the center. The assignments could vary from conducting research projects on careers of interest to attending a guest speaker's presentation.

Teachers periodically should review materials within the career resource center for any that might be useful in their classroom activities. Various career games, kits, filmstrips, and films provide an added dimension to subject matter activities. Career resource center staff should assist teachers in selecting appropriate materials or in providing suggestions for career development activities.

## SAMPLER OF WORKABLE IDEAS

This section provides some additional suggestions for activities that can be conducted through the career resource center.

*Career Day.*

Local area persons representing as many occupations as possible are brought into the school to speak about their careers. Students provide input for deciding what types of occupations should be represented.

*Mini Career Days.*

Occupational clusters are studied one at a time. On each day this activity is presented, a different cluster is explored. Speakers, films, and displays focus on the appropriate cluster.

*Student Guide.*

A handbook is provided for high school students which provides information on how to obtain a job, (job interviewing, completing a job application, etc.) and on postsecondary educational opportunities (apprenticeship programs, vocational-technical schools, colleges and universities). The handbook is updated each year in order to assure accuracy of handbook contents.

*Case Studies.*

This activity assists students in career exploration. After researching an occupation of their interest, students interview persons in that field. Questions may include such topics as a typical day, what they like and dislike about the job, the education needed for the job, and how they found the job. The students then write up the interview into a case study.

*Job Sheet.*

After each student has completed a card with his/her name and an occupation of interest, a career resource center staff member lists the resources in the center that will assist the student in learning more about the occupation. Students then use the list of suggested readings and viewings.

*Student Slide Show.*

Students develop a slide/tape presentation on a career-related topic (e.g., an occupation, a job-seeking experience, jobs in the community). They go through the process of taking the slides, having them developed, writing the tape script, recording the tape, and editing the presentation. These materials are then placed in the center.

*Career Guidance Class.*

The career resource center staff provides a weekly course on career planning. During the course, students practice decision-making skills to better enable them to make career choices. These classes are generally offered in small groups on a voluntary basis and promote an active interchange of ideas.

*College Night.*

Students and parents meet with college and university representatives in the career resource center to discuss such topics as admission procedures, financial aid, course of study, and tuition. The counselor also has on hand catalogs of colleges not represented so they too can be discussed with interested persons.

*Placement Program.*

The job placement program assists students in obtaining part- and full-time employment during the school and summer months and after leaving school. The job placement counselor is located in the career resource center and all records are kept there.

*Work Experience.*

Many students participate in work experience programs as part of their career exploration. Through these programs, students go out into the work world and receive on-the-job training with a salary.

*Tape-A-Job.*

Students go out into the community and videotape persons performing various jobs. The tape is then placed in the career resource center for school use.

*An Occupation a Month.*

Each month the tools and equipment associated with a different occupation are put on display in the career resource center. An explanation of how the materials are used is also provided.

*Film Fare.*

During the lunch period and other appropriate times of day, career films are shown to interested students. The listing of the films to be shown is posted every week.

*Speakers Bureau.*

During the school year, a variety of speakers from the community comes into the career resource center to speak on career topics. The students sign up ahead of time for the speakers they want to hear.

*Peer Guidance.*

Students who are familiar with the career resource center and the materials therein aid other students in obtaining career information.

*Career Carts.*

Materials from the career resource center are brought into the classroom. Selected items from the center are placed on a cart and taken to the classroom to enhance learning. The teachers request this service when they are conducting a class activity in which a career-related topic is being presented.

*Field Trips.*

The career resource center sponsors field trips to various places of work or colleges and universities in the community. A sign-up sheet can be posted in the center to attract interested students.

*Career Internship.*

Students spend one day a week in the community in an apprenticeship without pay, where they learn about or serve in a possible future career. These experiences may be arranged for students interested in both professional and nonprofessional positions.

*Job-Seeking Seminar.*

Personnel managers from different businesses are brought in to acquaint students with the qualifications job-seekers need to be considered for employment. These seminars are very popular with senior students.

*Academic Planning.*

Freshman students prepare a three-year educational plan with assistance from the guidance counselor. The students' parents are asked to come to the center to review the plan with the student.

*Military Career Programs.*

Recruitment officers representing the armed services are invited to discuss the opportunities provided by the military. This activity is offered in the evening so that interested parents can attend.

*Self-Awareness—Small Group Sessions.*

Small group sessions are offered for interested students in which self-awareness topics are presented. Activities which relate to attitudes and values clarification and sex and race stereotyping are provided.

*National Association Career Weeks.*

A week each year is set aside by national professional associations to promote career and vocational guidance. The associations provide posters, listings of ideas for activities, and other materials to aid schools in implementing the activities. The National Vocational Guidance Association sponsors National Career Guidance Week. The American Vocational Association sponsors Vocational Education Week.

*Community Career Training Program Directory.*

This directory provides information on area private institutions that have career training programs. This directory should be updated on a periodic basis.

*Testing Service.*

In addition to offering a testing program for all students, the center provides individual opportunity for testing and consultation, especially to help undecided students and those seeking a career change. Interest inventories can be available, for example, at a special testing station in the career resource center.

*Community Extension.*

The career resource center offers classes dealing with topics such as drug rehabilitation and mid-life career change for individuals in adult education programs (e.g., CETA) and community agencies. These classes can be offered in the evening to increase the availability and usefulness of the facility and resources.

*Community Resource Forum.*

The career resource center sponsors programs open to community groups on topics of adult interest such as working mothers and entrepreneurship. Members of the community can be enlisted to serve as resource persons.

*Faculty/Student Dialogue.*

Faculty members and career counselors informally dialogue with students about course selections and career options on an ongoing basis throughout the year. This casual approach may encourage students to be more spontaneous than in a structured interview setting.

*Senior Parents Night.*

Special concerns of parents of senior students can be addressed in an evening meeting at the career resource center. Information about college boards, test results, postsecondary training opportunities, job applications, the local job market, and job interviews can be covered to help parents guide their children's preparation for graduation.

*Relating Career Opportunities to College Majors.*

Group or independent study using information sheets prepared at the career resource center enables students to relate a range of career opportunities to different college programs. This approach adds flexibility to students' career planning. A sample information sheet is shown in Exhibit 28.

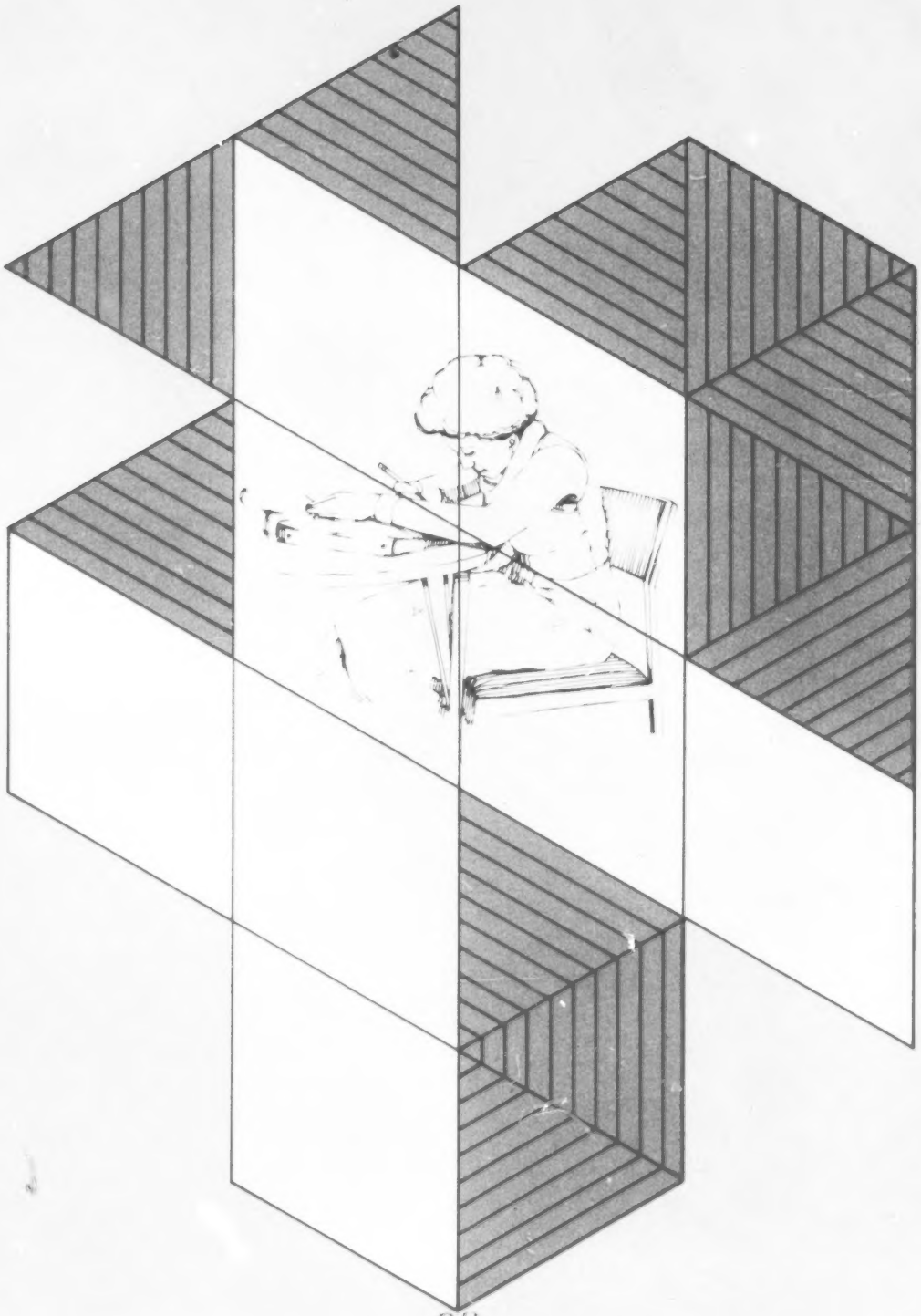
## EXHIBIT 28

### Career Research Sheet

| Occupational Title | Years of Education Needed | Advancement Opportunities or Related Jobs | Salary or Earnings Begin. -Max. | Employ-ment Outlook | College or Technical Schools that Offer the Program |
|---|---|---|---|---|---|
| 1.<br>Comments: | | | | | |
| 2.<br>Comments: | | | | | |
| 3.<br>Comments: | | | | | |

# CHAPTER VIII

# HOW TO EVALUATE A CAREER RESOURCE CENTER



# CHAPTER VIII

# HOW TO EVALUATE A CAREER RESOURCE CENTER

WHY EVALUATE?

Evaluation provides a twofold benefit in the development and operation of a career resource center. First, evaluation serves to provide relevant data for the decision-making process. This information is useful to decision makers as well as to individuals involved in day-to-day operations of the center. Secondly, evaluation responds to the demand for accountability.

A well-designed and executed evaluation can lend credence and support to the career resource center as a valuable information and guidance service delivery system. Thus, the importance and usefulness of evaluation to the management of the career resource center are easily recognized. Improving ongoing efforts to implement career resource centers and providing direction to future planning efforts require both formative and summative evaluations.

FORMATIVE EVALUATION

Essential to conducting an evaluation study that is useful to center staff, administrators, clients, community members, and future implementors of career resource centers is a carefully designed plan. This plan should focus initially on internal process evaluation for the formative assessment of:

- progress related to career resource center objectives.
- success of individual materials, programs, and activities.
- effectiveness of career resource center operations.

SUMMATIVE EVALUATION

In addition, it is essential to examine impact data to answer the following questions once the center is implemented.

- What effect does the career resource center have on its clients?
- Is the career resource center an effective means of providing needed career guidance or career education experiences and activities?

WHAT SHOULD SHOULD BE EVALUATED?

Evaluation is an important component of each of the aspects of career resource center development that has been discussed. The following aspects should be considered in formulating the evaluation plan:

- Facilities
- Materials
- Personnel
- Equipment

- Programs and activities
- Impact on users
- Center use
- Community awareness and support

Suggested evaluation questions for each of the above are illustrated in Exhibit 29.

## EXHIBIT 29

### Suggested Evaluation Questions

| | |
|---|---|
| Facilities | • Are the environmental conditions (room temperature, ventilation, seating arrangements, etc.) favorable to promoting good learning? |
| | • Is the existing space adequate in size, location, and configuration? |
| Personnel | • Is the center adequately staffed to meet client needs? |
| | • How helpful are center staff in assisting clients? |
| | • Is staff time allocated so that services can be provided in an effective and efficient way? |
| Materials | • Does the center contain a variety of career information resources? |
| | • What materials are used most frequently by center clients? |
| | • How many career materials does the center contain? |
| | • Are the materials readily accessible to clients? |
| Equipment | • What types of equipment does the center have? |
| | • Is there sufficient equipment to meet client demands? |
| | • Is the equipment in good working order? |
| | • What equipment is most/least often used? |
| Programs and Activities | • What programs, services, and/or activities do center clients find most useful? |
| | • How many and what types of programs, services, and activities were initiated by the center? |
| | • How were the programs and activities received by the target audiences? |
| Center Use | • How many clients visited the career resource center? |
| | • How many clients visited the center more than once—how often? |
| | • How many center services were performed outside the center facility? |
| | • What proportion of the population for whom the center is designed utilized the center? |
| Impact on Users | • What client-centered objectives were met through career resource center utilization? |
| | • Were the client's career development awareness and skills increased? |
| | • Have more teachers incorporated career development activities or information into their instruction as a result of the career resource center? |
| Funds | • Are the funds available used in a cost effective manner? |
| | • Are the funds sufficient for effective delivery of needed services? |
| Community Awareness and Support | • What is the level of community awareness of the center's objectives, activities, and availability? |
| | • Is there general support by community leadership for the operation of the center? |

The questions can be used as a guide in determining specifically what should be evaluated. Each center may develop a unique set of evaluation questions based upon its objectives. However, the suggested questions provide a base of information that would be useful to most.

After identifying the set of questions that the evaluation will answer, a data collection plan can be developed. The nature of the questions will determine exactly what type of data and from whom the data should be collected. The data collection plan provides the framework for conducting the evaluation by identifying the questions to be addressed, data to be collected, and the source of that data. A sample data collection plan is shown in Exhibit 30.

**EXHIBIT 30**

**Data Collection Plan**

| | Objective | Evaluation Question | Evaluation Data | Source of Data |
|---|---|---|---|---|
| Sample Entry | To develop an effective system of resource acquisition including current educational, occupational, and social information | What types of materials are available? | Brief description of kinds of materials available | Career resource center coordinator |
| | | How many materials are available? | Number of materials available by type | |
| | | What are the most popular materials? | Records of material use | Paraprofessional |
| | | | Client opinion survey | Clients |

General guidelines for conducting evaluations of career resource centers are described in Exhibit 31.



**EXHIBIT 31**

**Evaluation Guidelines**

| | |
|---|---|
| Step 1. | Identify the objectives, activities, and resources to be evaluated. |
| Step 2. | Design the procedures to be used in collecting evaluation data. |
| Step 3. | Develop instruments for collecting data. |
| Step 4. | Collect, analyze, and interpret data. |
| Step 5. | Organize and communicate results to appropriate audiences. |
| Step 6. | Make use of input obtained to improve the career resource center. |

Step 1 described in the guidelines is accomplished with the development of the data collection plan. Once this is accomplished, it is time to consider what approaches can be used to collect meaningful data. A career resource center has multiple objectives and, therefore, numerous approaches will be needed. Data for evaluation can come from numerous sources:

- Interviews
- Questionnaires
- Observation
- Ratings
- Records
- Tests
- Documents
- Financial records

The means used to obtain the information should be based on the ease with which the information can be obtained and the accuracy of the information that the source is likely to provide. The cost involved in collecting data should never be greater than what the answers to the evaluation questions are worth. Most evaluation efforts will require a combination of data sources.

Simple, yet systematic, means of record keeping should be devised so that questions directed at center operations can be readily answered. Files and logs documenting center activity should be maintained and examined on a regular basis.

Many career resource centers maintain a sign-in log to record the number of individuals who use the center. Although inaccuracies may occur (e.g., when someone neglects to sign the log), this method is relatively more inexpensive and less time consuming than other efforts to measure center utilization may be. A sample sheet for a sign-in log is illustrated in Exhibit 32.

It is necessary to place the sign-in book in a prominent location to minimize the possibility of someone forgetting to log in. At times, and especially when this procedure is a new one, it will be necessary to remind clients.

Center-developed products (e.g., career resource center directory, newsletter, workshops) have built-in opportunities for client evaluations. The purposes of these evaluations are to determine whether the product achieved the purpose for which it was intended and to determine what changes, if any, should be made to improve future effectiveness. A short questionnaire can be used to elicit client feedback. A sample questionnaire that can be readily modified to meet different needs is shown in Exhibit 33.

**EXHIBIT 32**

**Career Resource Center Sign-In Sheet**

| Name | Date | Student | Teacher | Community Member | Arrival Time | Departure Time |
|---|---|---|---|---|---|---|
| | | Grade | Grade Subject | Specify | | |
| | | | | | | |

## EXHIBIT 33

### Career Resource Center Newsletter Questionnaire

| Please circle the number that best reflects your opinion. | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1. The career resource center newsletter has overall appeal. | 5 | 4 | 3 | 2 | 1 |
| 2. The purpose of the newsletter is clear. | 5 | 4 | 3 | 2 | 1 |
| 3. The name of the newsletter heightened your interest. | 5 | 4 | 3 | 2 | 1 |
| 4. The ideas presented are helpful in promoting career education. | 5 | 4 | 3 | 2 | 1 |
| 5. The format is well designed. | 5 | 4 | 3 | 2 | 1 |
| 6. The materials presented are clearly understood. | 5 | 4 | 3 | 2 | 1 |

7. What I liked best about the newsletter:

8. What I liked least about the newsletter:

Other comments and suggestions:

Clients can provide valuable data concerning their reactions to the adequacy or inadequacy of the career resource center. A questionnaire can be designed to measure the effectiveness of the career resource center. Exhibit 34 provides a list of suggested questions that may be asked.

## EXHIBIT 34

### Client Questionnaire

**Instructions:** Please rate each of the following questions by checking (✓) the appropriate answer.

1. How many times have you voluntarily visited the career resource center?

☐ a. never
☐ b. 1 to 4 times
☐ c. 5 to 14 times
☐ d. 15 or more times

**EXHIBIT 34 (Conintued)**

2. How many times have you visited the career resource center because it was required of you?

☐a. never
☐b. 1 to 4 times
☐c. 5 to 14 times
☐d. 15 or more times

3. Have you received an orientation to the center?

☐a. individual orientation in the center
☐b. small group orientation in the center
☐c. large group orientation in the center
☐d. other—explain

4. How many times have you used the center to learn more about yourself?

☐a. never
☐b. 1 to 4 times
☐c. 5 to 14 times
☐d. 15 or more times

5. How many times have you used the center to explore educational opportunities beyond high school?

☐a. never
☐b. 1 to 4 times
☐c. 5 to 14 times
☐d. 15 or more times

6. How many times have you used the center to explore occupations?

☐a. never
☐b. 1 to 4 times
☐c. 5 to 14 times
☐d. 15 or more times

7. How many hours have you spent in the career resource center this year?

☐a. 0-4 hours
☐b. 5-9 hours
☐c. 10-19 hours
☐d. 20 hours or more

8. How often have you participated in career resource center programs or activities?

☐a. never
☐b. 1 or 2 times
☐c. 3 or 4 times
☐d. 5 or more times

9. How often have you received assistance from career center staff?

☐a. never
☐b. 1 or 2 times
☐c. 3 or 4 times
☐d. 5 or more times

10. How often have you had difficulty in locating resources?

☐a. never
☐b. 1 or 2 times
☐c. 3 or 4 times
☐d. 5 or more times

11. Why did you first visit the center?

☐a. referred by a counselor
☐b. referred by a faculty member
☐c. recommended by another student
☐d. advertisement or brochure
☐e. part of class assignment
☐f. personal interest
☐g. other (please specify)_____

12. When you first came to the center, you were interested in

☐a. information about a specific career
☐b. information about careers in general
☐c. information about educational opportunities
☐d. information related to yourself
☐e. other (please specify)_____

EXHIBIT 34 (Continued)

13. Please rate each of the following statements as to whether or not you agree with them. For example, if you agree with a statement, circle the A beside it. If you disagree, circle the D beside it. If you have no opinion at all for any statement, circle the question mark (?) beside that statement. Please answer each based on your own experience.

| | Agree A | No Opinion (?) | Disagree D |
|---|---|---|---|
| a. The career resource center provides current and up-to-date information. | A | ? | D |
| b. The career resource center has helped me in making or confirming a career decision. | A | ? | D |
| c. I feel the career resource center had adequate information available to assist me in my career decision. | A | ? | D |
| d. The attitude of the staff members towards assisting me was very pleasant. | A | ? | D |
| e. The staff members were knowledgeable concerning other services that might help me in making a career decision. | A | ? | D |
| f. I was offered all the assistance I wanted in locating career information. | A | ? | D |
| g. I was confident the staff members knew how to locate the information I needed. | A | ? | D |
| h. I found the career resource center to be a very comfortable and relaxed place. | A | ? | D |
| i. I found the information I wanted at the career resource center. | A | ? | D |
| j. The staff members did not seem to be very interested in providing students with assistance. | A | ? | D |
| k. The type of information provided by the career resource center appears to be very helpful to students making career decisions. | A | ? | D |
| l. I found the staff to be easy to talk with and to get help from. | A | ? | D |
| m. The career resource center was very helpful in my own career planning. | A | ? | D |

14. Please comment on any of the above areas, *particularly* those you feel need improving.

_____

_____

15. Please comment on any additional *resources* or *services* you feel should be available in the career resource center.

_____

_____

**Thank you very much for helping us improve the career resource center!**

In some instances, center staffs will need to develop new evaluation instruments and/or modify existing ones to meet their particular needs. Several examples were shown to make this task an easier one.

Selected clients can be used to evaluate the career resource center through individual interviews. This approach is more time consuming than the survey described above; however, it may be worth the extra effort if it is anticipated that clients are more likely to give honest and complete answers in a personal mode than they would through a written response. Spontaneity and flexibility are allowed during the interviewing process that cannot be achieved with a written instrument.

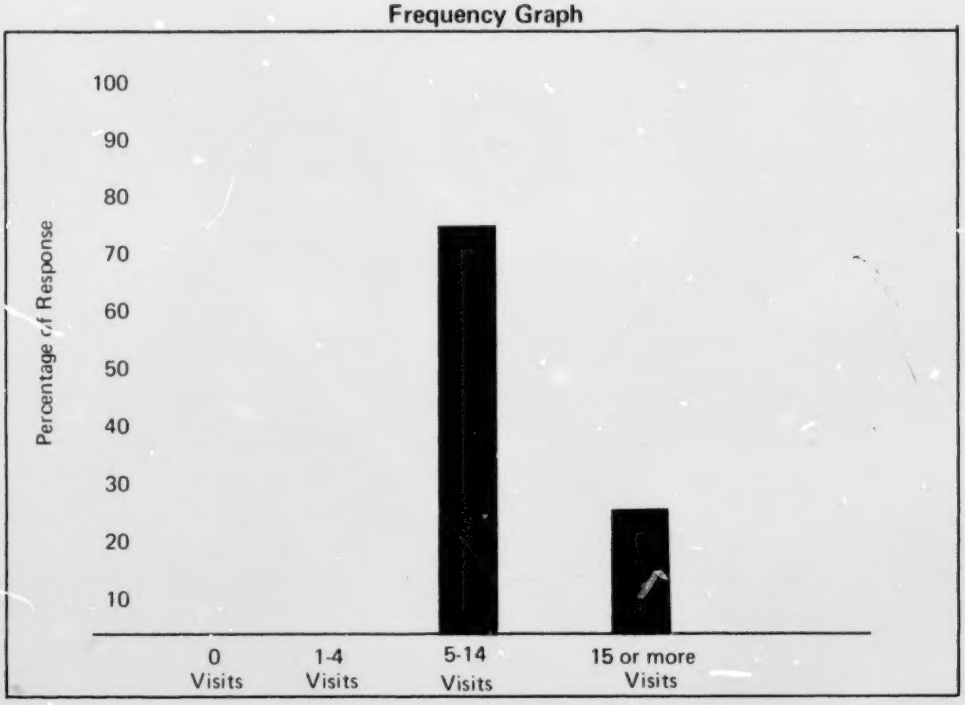
Once the instruments are developed, it is necessary to schedule the data collection effort. Generally, it is best to collect all the data in as short a period as practical. The timing of any evaluation effort is dependent upon the purposes it is intended to serve. Center staff are more likely to need certain kinds of evaluation data on an ongoing basis. Summative evaluation, on the other hand, is meaningful only after the career resource center is well under way.

## DATA ANALYSIS

After data have been collected, it is necessary to process the numerous responses so that they can be reduced to a more manageable form. For the career resource center, it is likely that much of the data processing will be done by hand. One common method of organizing data into a more meaningful form is to compile frequency graphs. For example, if 75 out of 100 students respond "5 to 14" and 25 respond "15 or more times" to the item on how frequently they have visited the career resource center, this could be graphically portrayed as shown in Exhibit 35.

**EXHIBIT 35**

**Frequency Graph**



If the evaluation design requires sophisticated data analysis techniques, professional assistance may be required. This is especially true when the volume of data is too large for analysis without a computer.

Students can often assist in the data analysis process. Sometimes the data tabulations are turned over to a math class as part of a class assignment.

## REPORTING EVALUATION RESULTS

After data are analyzed, the interpretation and reporting of results will depend, to a large extent, upon the audience for which the report is intended. Administrators will need the kind of information that will help address broad issues—e.g., should the career resource center be retained, modified, or expanded? Center staff need different information. They want to know not only how well their program is achieving the stated objectives, but also which features of the center are essential and which can be dropped.

In any situation, the results should be presented in clear and concise language. An outline for developing a final evaluation report is shown is Exhibit 36, and a discussion of each aspect follows.

**EXHIBIT 36**

**Evaluation Report Outline**

I. Introduction

II. Evaluation design and methodology

III. Center operations, programs, activities, and costs

IV. Results of the evaluation

V. Interpretation of results and recommendations for center improvement

*Introduction.*

The introductory section of the final evaluation report should include the purposes for conducting the evaluation, the audience for whom the report is intended, and the program to be evaluated. Generally, the purposes for conducting the evaluation are to provide information for decision makers for determining necessary program modifications. The primary audience for whom the report is intended usually consists of administrators, school board members, and the funding agency. An overview of the career resource center includes a description of its background and history. Center objectives should also be included in this section to provide a basis for the evaluation effort.

*Evaluation Design and Methodology.*

This section describes the general framework within which the evaluation is conducted. In addition, the procedures for data collection, instrumentation, and data analysis techniques are discussed.

*Center Operations, Programs, Activities, and Costs.*

This section includes all apsects of the career resource center that are being evaluated. Data related to each aspect are presented in summary form. For example, a summary table of center related activities is shown in Exhibit 37.

EXHIBIT 37

Activity Summary Sheet

| Activity Type | Time Frame | Resource Persons Used | No. of Participants | No. of Staff | Cost | Recommended Changes |
|---|---|---|---|---|---|---|
| College Night | 3 hours | 20 | 205 | 15 | $25 | To be held more often |
| Mini Career Day | 2 hours | 5 | 150 | 5 | None | Allow more time for discussions |
| Career Planning Class | 6 hours, six 1 hour sessions | 1 | 15 | 1 | $50 | Expand to 8 sessions |

*Results of the Evaluation.*

This section describes the extent to which the career resource center accomplished its stated objectives. Any graphs, figures, or charts that depict the impact on center clients are also illustrated.

*Interpretation of Results.*

This section includes a summary of the findings that reflects a global analysis of the total career resource center. Progress, effectiveness, problems, and recommendations for future center implementation are also communicated.

In addition to preparing the detailed final report, a short summary of it should be developed. Copies of the summary report can be broadly disseminated to provide ongoing public relations.

In some instances, the total evaluation effort is coordinated with an outside evaluator(s). Center staff may lack the expertise necessary to conduct a meaningful evaluation and, therefore, seek outside assistance. Another reason for using third-party evaluators is that they do not have a vested interest and are more likely to be objective. Even with the use of outside evaluators, center staff should help coordinate the total evaluation effort.

# APPENDIX A
# OVERVIEW OF FEDERAL LEGISLATION

CODE: ▨ Primary emphasis of legislation
▩ Secondary emphasis of legislation

| Legislation Title | Part | Section | Library Resources | Parent Education | In-service/Preservice | Industry/Business/Labor/Education | Job Training | Older Adults Training | Curriculum Development | Guidance Materials | Material Dissemination | Work Study/Work Experience | Placement | Career Information Centers | Research | Higher Education Training | Renovation | Teacher Training | Administration Training | Community Training | Material and Equipment | Innovations | Disadvantaged | Material Development | Planning | Workshops/Seminars | Needs Assessment and Testing | Follow-up and Evaluation | Staff Funding Support | Counseling | Remedial/Tutorial |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| P.L. 94-482 Educational Amendments of 1976 | A - Community Services & Continuing Education | 101–109 | ▨ | ▩ | | ▨ | | ▨ | | | ▨ | | | ▩ | | ▨ | | ▩ | | ▨ | | | | | | | | | | | |
| Title I Higher Education | B - Lifelong Learning | 132 | | ▩ | ▩ | ▨ | ▩ | ▩ | | | | | | | | | | | | | | | | | | | | | | | |
| | | 133 | | | ▨ | ▩ | | | ▨ | ▨ | ▨ | | | | | | | | | | | | ▨ | | | ▩ | | | ▨ | | |
| | D - Student Assistance | 125 | | | | | | | ▨ | ▩ | | ▨ | ▨ | ▨ | | | | | | | | | | | | | | ▩ | ▨ | ▨ |
| | E - Educational Professions Development | 532 | ▨ | | ▨ | | | | ▨ | ▨ | ▩ | | | | | ▨ | | ▨ | ▩ | ▩ | | | | ▩ | | ▨ | | | | | |
| | | 533 | | | ▩ | | | | | | | | | | | ▨ | | ▨ | ▩ | | | | | | | | | | | | |
| | | 771 | | | | | | | | | | | | ▩ | | | ▩ | | | | ▩ | | | | | | | | | | |
| Title II Vocational Education | 2 - Support/Work Study | 121 | | | | | | | | | | ▩ | ▨ | | | | | | | | | | | | | | | | | | |
| | 3 - Support/Program Improvement | 131 | | | | ▨ | | | ▨ | ▨ | | ▨ | ▨ | ▨ | ▨ | | | | | ▨ | | ▨ | ▨ | ▨ | | | ▨ | ▨ | | ▨ | ▨ |
| | | 132 | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | | | | | ▨ | ▩ | ▨ | | ▨ | ▨ | ▨ | | | ▨ | ▨ | ▨ | ▨ |
| | | 133 | | ▨ | | | ▨ | | ▨ | ▨ | | | | ▨ | | | | | ▨ | | | | ▨ | ▨ | ▨ | | | | ▨ | ▨ | ▨ |
| | | 134 | | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | | | | | ▨ | | ▩ | | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ |
| | | 135 | | ▨ | ▨ | ▨ | ▨ | ▨ | | ▨ | | | ▨ | ▨ | | | | | ▨ | ▩ | ▩ | | ▨ | | ▨ | | | | ▨ | ▨ | |
| | | 140 | | ▨ | ▨ | | ▨ | | ▨ | ▨ | | ▨ | ▨ | ▨ | ▨ | | | | ▨ | | ▩ | | ▨ | ▨ | ▨ | | | ▨ | | ▨ | ▨ |
| Title III Extensions and Revisions of Other Educational Programs | C - Career Education & Career Development | 331 | ▨ | ▨ | ▨ | | | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | | | | | ▨ | ▩ | ▩ | ▨ | | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | | |
| | | 335 | ▨ | | | | | | | | ▨ | | | ▨ | | | | | | | ▨ | ▨ | | ▨ | ▨ | ▨ | | | ▨ | | |
| | D - Guidance and Counseling | 341 | | | ▨ | | | | ▨ | ▨ | ▨ | | | ▨ | | | | ▨ | | | ▨ | | | ▨ | ▨ | ▨ | | | ▨ | ▨ | |
| H.R. 7 and S. 1328 Pending Career Education Legislation | | 7 | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | | | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ |
| | | 9 | ▨ | | | | | | | | ▨ | | | ▨ | | | | | | | ▨ | | | | | | | | | |
| P.L. 93-380 Elementary and Secondary Education Act, Title IV-B | 134a - Libraries & Learning Resources | 2 | ▨ | | ▩ | | | | | ▨ | ▨ | | ▨ | | | | ▨ | ▨ | | | ▨ | ▩ | | ▨ | | ▨ | ▨ | | ▨ | | |
| | 134b - Educational Innovation & Support | 2 | | | | | | | | | | | | | | | ▨ | | | | ▩ | ▩ | | | | | ▨ | | | ▨ |
| | | 3 | | | | | | | | | | | | | | | | | | | ▩ | | ▨ | | | | | | | | |

# APPENDIX B

# PROPOSAL FOR DEVELOPING A CAREER RESOURCE CENTER

## I. Title Page

| | |
|---|---|
| Title: | Development of a Career Resource Center |
| Funding Source: | Career Development Unit<br>Vocational Education and Career Development Services<br>Michigan State Department of Education<br>Box 928<br>Lansing, Michigan 48904<br>(517) 373-3370 |
| Initiator | Mr. Francis Bebow, Principal<br>Slate Run High School<br>271 Stone Drive<br>Slate Run, Michigan |
| Project Director: | Ms. A. J. Weber, Counselor<br>Slate Run High School<br>271 Stone Drive<br>Slate Run, Michigan |
| Funding Period | October 1, 1977–September 30, 1978 |
| Total Funds Requested: | $5,000.00 |
| Date Submitted: | May 15, 1977 |

## II. Proposal Abstract

This project is designed to plan and begin operation of a career resource center. This center will serve as a primary career guidance service and information center for students, parents, teachers, and community members as the Slate Run School District attempts to meet its expressed needs.

As a result of the career resource center, the 2,100 students at Slate Run, their teachers, parents, and others will be able to obtain much more useful information and professional assistance. This center is viewed as a service arm of the Guidance Department, and it will also be helpful to the district's career education efforts as well as to all curriculum departments.

## III. Introduction

### *A. Background and Organization*

The Slate Run Public School District has long been recognized by educators in the state as an innovator and leader in the area of career guidance. It has demonstrated many techniques that have been adopted by numerous other medium-sized schools in this state.

One major finding of the district's career guidance needs assessment was a marked interest and demand for increased services and materials by parents, community members, and teachers.

To this date Slate Run High School has been operating a very traditional library service with most of the volume in the senior high school building. Our six elementary and two junior high schools have not had the services they have needed and expect to need in the future.

It is our plan that through the use of a career resource center we can amass our limited resources to meet the increased career resource and service needs expressed by our 2,100 students and 72 faculty members. It should also be pointed out that our city's business leaders, city council, and the Slate Run School Board have fully endorsed our proposed plans.

### *B. Statement of the Problem*

The career resource center has proven to be an effective means of impacting on the career development needs of individuals in Michigan. At Slate Run High School the career development focus is on increased self-understanding, exploration experiences, decision-making skills, and career planning and preparation.

The career resource center is a viable method of providing increased information and services to students and community members to promote their development in positive directions.

Although the career resource center has gained acceptance here in Slate Run, a need remains for a plan and the resources to systematically and logically implement and evaluate a career resource center. This need is based upon a recent career development needs assessment study. Sixty-seven percent of the students in grades nine through twelve indicated that they need increased career information. Seventy-two percent of the parents indicated that they need school assistance in working with their children to aid them in their career planning and decision making. Seventy-eight percent

of the teachers indicated a need for materials and inservice related to career development. A locally developed career resource center designed to assist these persons will fulfill these needs. The career resource center would provide basic information and services to our school district that would enhance our existing career education and guidance programs. In addition, it would provide opportunities for community members to become involved in the career development of youth and adults.

C. *Program Objectives (For the Center)*

1. To acquaint students with general and specific career information.

2. To develop student profiles with regard to interest, values, aptitudes, etc.

3. To acquaint students with available educational information including college, university, technical college, and vocational institutions and programs.

4. To assist students in their decision-making process by providing the needed information, experiences, and guidance assistance.

5. To aid parents in their efforts to help their children plan, experience, and make career decisions.

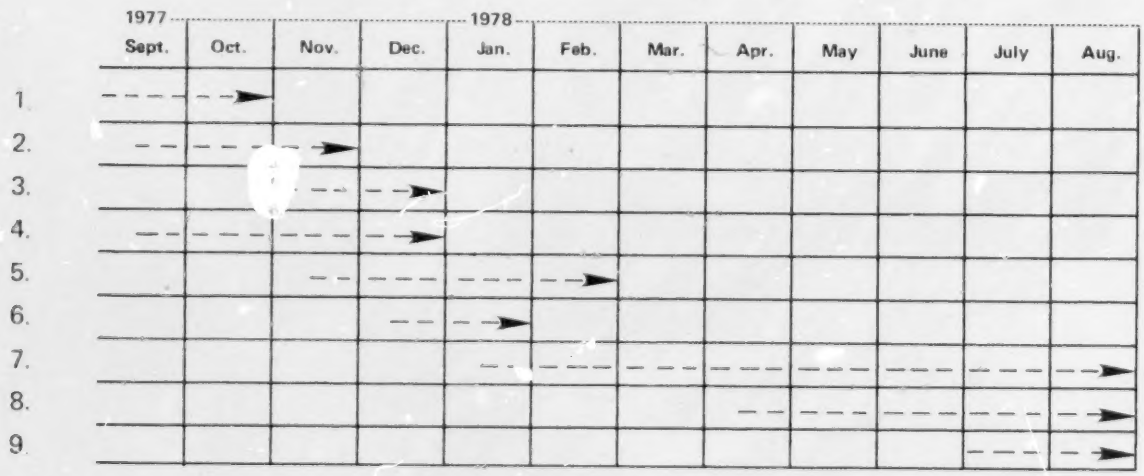
6. To assist the teachers in the area of infusing their curriculum with guidance information and techniques.

7. To assist employers in placing students in work experience and work study programs and part-time and full-time employment.

## IV. Plan of Action

The following plan of action projects how it is intended to organize and begin operation of the career resource center during the 1977-78 school year. A time line and operational objectives are presented below.

*1977-78 Career Resource Center Time Chart*



*Operational Objectives*

1. Hire and assign staff and volunteer help.
2. Prepare room and locate district materials and equipment.
3. Purchase needed materials and equipment.
4. Develop all operational procedures for center.
5. Promote the availability of the center.
6. Conduct inservice training on center use.
7. Operate the center.
8. Evaluate the center.
9. Develop second-year proposal.

(In a completed proposal each objective should be fully developed with descriptive narrative.)

## V. Staff

The career resource center will be managed by one half-time counselor on a prearranged schedule. This one half-time counselor position will be accomplished by rotating our district's three counselors into the center on a 10:00 a.m. to 2:00 p.m. basis. One half-time paraprofessional will be made available to cover the period when the counseling staff is not in the center. Additionally, the district will provide a full-time typist. The center will also attempt to have an appropriate number of students and community volunteers in the center at no charge to the State Department of Education.

## VI. Facilities

The career resource center will be developed through the conversion of a 20' x 23' classroom which is located adjacent to the school library. The room will be fully painted, and appropriate electrical wiring will be installed.

## VII. Evaluation

With the assistance of a paid outside consultant, three types of evaluation data will be collected: (1) impact data that relates to established goals, (2) student, teacher, and parent opinions, and (3) data related to center operation and management. A final evaluation report will provide recommendations for program improvements.

## VIII. Budget

| | | State Requested Funds | In-Kind Contributions |
|---|---|---|---|
| A. | Staff | | |
| | 1. salaries (trained paraprofessional at half time) | $2,000.00 | |
| | 2. clerical assistance (1 full-time) | | $ 6,000.00 |
| | 3. counselor (half-time) | | $ 7,000.00 |
| | 4. evaluation consultant | $ 200.00 | |
| B. | Equipment | | |
| | 1. chairs | $ 200.00 | |
| | 2. MOIS reader | $ 160.00 | |
| | 3. book shelving | $ 230.00 | |
| | 4. DuKane cassette A-Vmatic (sound) filmstrip projector | $ 281.00 | |
| | 5. tables (3 @ $75.00) | $ 225.00 | |
| | 6. equipment (general) | | $ 1,400.00 |
| | 7. furniture (tables/chairs) | | $ 2,300.00 |
| | 8. reading carrels (2) | $ 332.00 | |
| | 9. material racks and bulletin boards | $ 220.00 | |
| C. | Communication | | |
| | 1. telephones ($10.00 per month) | | $ 120.00 |
| | 2. postage (surveys, etc.) | $ 65.00 | |
| D. | Duplication | $ 60.00 | |
| E. | General Supplies | $ 100.00 | $ 300.00 |
| F. | Materials (films, tapes, booklets, posters, etc.) | $ 700.00 | $ 4,500.00 (existing inventory) |
| G. | Evaluation materials | | |
| | 1. self-directed search | $ 120.00 | |
| | 2. work values inventory | $ 36.00 | |
| | 3. Strong/Campbell interest inventory | $ 71.00 | |
| | Funds Requested $5,000.00 | $5,000.00 | $21,620.00 |

# APPENDIX C

# SELECTED SOURCES OF CAREER INFORMATION

**Associations and Publishers**

ABT Associates, Inc.
55 Wheeler Street
Cambridge, MA 02138

American Council on Education (ACE)
One Du Pont Circle
Washington, DC 20036

The American College Testing Program (ACT)
Box 168
Iowa City, IA 52240

American Guidance Services, Inc.
Publishers Building
Circle Pines, MN 55014

American Institutes for Research
Box 1113
Palo Alto, CA 94302

American Personnel and Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, DC 20009

American Vocational Association
1510 H Street, N.W.
Washington, DC 20005

Arco Publishing Company, Inc.
219 Park Avenue S.
New York, NY 10003

Argus Communications
7440 Natchex
Niles, IL 60608

Barron's Educational Series, Inc.
113 Crossways Park Drive
Woodbury, NY 11897

Bellman Publishing Company
P.O. Box 172
Cambridge, MA 02138

Benefic Press
10300 W. Roosevelt Rd.
Westchaster, IL 60153

BFA Educational Media
2211 Michigan Avenue
Santa Monica, CA 90404

B'nai B'rith Vocational Services
1640 Rhode Island Avenue, N.W.
Washington, DC 20036

Bobbs-Merrill Company, Inc.
4300 W. 2nd Street
Indianapolis, IN 44268

Bowmar Publishing Company
622 Rodier Drive
Glendale, CA 91201

Business and Professional Women's Foundation
2012 Massachusettes Avenue, N.W.
Washington, DC 20036

Career, Inc.
P.O. Box 135
Largo, Florida 33540

Charles A. Jones Publishing Company
Greenville, IN

Charles E. Merrill Publishing Company
Columbus, OH 43216

Changing Times Educational Services
1729 H Street, N.W.
Washington, DC 20006

Children's Press
1224 West Van Buren Street
Chicago, IL 60607

Chronicle Guidance Publications, Inc.
Moravia, NY 13118

The Chronicle of Higher Education
1717 Massachusetts Ave., N.W.
Washington, DC

College Entrance Examination Board (CEEB)
Box 592
Princeton, NJ 08540

Collier Macmillan Publishers
8701 Wilshire Blvd.
Beverly Hills, CA 90211

Counselor Films, Inc.
CFI Career Futures, Inc.
2100 Locust Street
Philadelphia, PA 19103

Curriculum Innovations, Inc.
501 Lake Forest Avenue
Highwood, IL 60040

David C. Cook Publishing Company
850 N. Grove Avenue
Elgin, IL 60120

Doubleday and Company
School and Library Division
Garden City, NJ 11530

Doubleday Multimedia
1371 Reynolds Avenue
Santa Anna, CA 92705

Educational Affairs Department
Ford Motor Company
Dearborn, MI 48150

Educational Design, Inc.
47 W. 13th Street
New York, NY 10010

Educational Progress, Inc.
P.O. Box 45663
Tulsa, OK 74145

Educational Progress Services, Inc.
Randolph, WI 53956

Educational Properties, Inc.
P.O. Box DX
Irvine, CA 92664

Educational Resources Information Center Clearinghouse on Counseling and Personnel Services (ERIC/CAPS)
611 Church Street
Ann Arbor, MI 48104

Educational Resources Information Center Clearinghouse on Career Education (ERIC/CE)
1960 Kenny Road
Columbus, OH 43210

Eye Gate House, Inc.
146-01 Archer Avenue
Jamacia, NY 11435

J. G. Ferguson Publishing Company
6 N. Michigan Avenue
Chicago, IL 60602

Finney Company
3350 Gorham Avenue
Minneapolis, MN 55426

General Electric
Educational Relations Service
One River Road
Schenectady, NY 12300

General Learning Corp.
250 James Street
Morristown, NJ 07960

General Motors Corp.
Public Relations Staff
Detroit, MI 48202

Guidance Associates
757 Third Avenue
New York, NY 10019

Harcourt, Brace, Javonovich, Inc.
757 Third Avenue
New York, NY 10019

Harper and Row Publishers
10 E. 53rd Street
New York, NY 10022

Holt, Rinehart and Winston
383 Madison Avenue
New York, NY 10017

Houghton Mifflin Company
1900 South Batavia Avenue
Geneva, IL 60134

Interstate Printers and Publishers, Inc.
1927 North Jackson Street
Danville, IL 61832

J.C. Penney Company
Educational and Consumer Relations
1301 Avenue of the Americas
New York, NY 10019

Julian Messner
One West 39th Street
New York, NY 10018

King Features
235 East 45th Street
New York, NY 10017

Lennox Industries, Inc.
P.O. Box 250
Marshalltown, IA 50158

Lothrop Publishing Company
105 Madison Avenue
New York, NY 10016

Mar Media, Inc.
4401 Centre Avenue
Pittsburgh, PA 15213

McGraw Hill Books Company
330 W. 42nd Street
New York, NY 10036

McKnight Publishing Company
Box 2854
Bloomington, IL 61701

National Association of College Admissions Counselors
9933 Lawler Avenue, Suite 500
Skokie, IL 60076

National Association for Foreign Student Affairs
1860 19th Street, N.W.
Washington, DC 20092

National Association for Student Financial Aid Administrators
Lafayette, IN 47907

National Association of Student Personnel Administrators
Portland State University
P.O. Box 751
Portland, OR 97207

National Association of Women Deans and Counselors
1201 Sixteenth Street, N.W.
Washington, DC 20036

National Association of College and University Business Officers
One DuPont Circle
Washington, DC 20036

National Association of Trade and Technical Schools
2021 L Street, N.W.
Washington, DC 20036

National Education Association
1201 16th Street, N.W.
Washington, DC 20036

National Merit Scholarship Corporation
990 Grove Street
Evanston, IL 60201

National Vocational Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, DC 10009

Occupational Awareness
Box 5098
Los Angeles, CA 90055

Olympus Publishing Company
937 East Ninth Street
Salt Lake City, UT 84111

Pathescope Educational Films, Inc.
71 Weyman Avenue
New Rochell, NY 10802

Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632

Psychological Corporation
304 E. 45th Street
New York, NY 10017

Random House, Inc.
400 Hahm Road
Westminister, MD 21157

Richard Rosen Press, Inc.
29 East 21st Street
New York, NY 10010

Scholastic Book Services
904 Sylvan Avenue
Englewood Cliffs, NJ 07632

Science Research Associates
259 East Erie Street
Chicago, IL 60611

Simon and Schuster, Inc.
630 Fifth Avenue
New York, NY 10020

Singer Education Division
Education Systems
Rochester, NY 14604

Society for Visual Education, Inc.
1345 Diversity Parkway
Chicago, IL 60614

Southwestern Publishing Company
5101 Madison Road
Cincinnati, OH 45227

Vocational Biographies, Inc.
P.O. Box 146
Sauk Centre, MN 56378

Vocational Films
111 Euclid Avenue
Park Ridge, IL 60068

Wadsworth Publishing Company
10 Davis Drive
Belmont, CA 90025

Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, CA 90025

Westinghouse Learning Corp.
100 Park Avenue
New York, NY 10017

Xerox Education Publications
Education Center
Columbus, OH 43216

**Educational Labs and Centers**

Appalachia Educational Lab, Inc.
P.O. Box 1348
Charleston, West Virginia 25323

Center for Occupational Education
North Carolina University
Raleigh, North Carolina

The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

Central Midwestern Regional
Educational Lab
10646 St. Charles Rock Road
St. Ann, MO 63074

Council for Educational Development
and Research, Inc.
775 Lincoln Tower
1860 Lincoln Street
Denver, Colorado 80203

Far West Laboratory for
Educational Research and
Development
2180 Milvia Street
Berkeley, California 94705

Northwest Regional Lab
400 Lindsay Building
710 S.W. 2nd
Portland, Oregon 97204

Southwest Regional Laboratory for
Education, Research, and
Development
11300 La Cienega Boulevard
Inglewood, CA 90304

**Governmental Agencies**

Michigan Employment Service Commission
Woodward at Grand Blvd.
Detroit, MI

National Institute of Education
1200 19th Street, N.W.
Washington, DC 20208

U.S. Department of Defense
High School News Service
Building 1B
Great Lakes, IL 60088

U.S. Department of Labor
3rd Street and Constitution Ave., N.W.
Washington, DC 20210

U.S. Department of Agriculture
Washington, DC 20250

U.S. Office of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

U.S. Government Printing Office
Superintendent of Documents
Washington, DC 20402

# APPENDIX D
# ERIC CLEARINGHOUSES

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the data base, and also for providing information analysis products and various user services based on the data base.

The exact number of Clearinghouses has fluctuated over time in response to the shifting needs of the educational community. There are currently 16 Clearinghouses. These are listed below, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover.

**ERIC Clearinghouse on** *Career Education*
Ohio State University
Center for Vocational Education
1960 Kenny Road
Columbus, Ohio 43210
Telephone: (614) 486-3655

Career education, formal and informal at all levels, encompassing attitudes, self-knowledge, decision-making skills, general and occupational knowledge, and specific vocational and occupational skills; adult and continuing education, formal and informal, relating to occupational, family, leisure, citizen, organizational, and retirement roles; vocational and technical education, including new sub-professional fields, industrial arts, and vocational rehabilitation for the handicapped.

**ERIC Clearinghouse on** *Counseling and Personnel Services*
University of Michigan
School of Education Building, Room 2108
Ann Arbor, Michigan 48109
Telephone: (313) 764-9492

Preparation, practice, and supervision of counselors at all educational levels and in all settings; theoretical development of counseling and guidance; use and results of personnel procedures such as testing, interviewing, disseminating, and analyzing such information; group work and case work; nature of pupil, student, and adult characteristics; personnel workers and their relation to career planning, family consultations, and student orientation activities.

**ERIC Clearinghouse on** *Early Childhood Education*
University of Illinois
College of Education
805 W. Pennsylvania Avenue
Urbana, Illinois 61801
Telephone: (217) 333-1386

Prenatal factors, parental behavior; the physical, psychological, social, educational, and cultural development of children from birth through the primary grades; educational theory, research, and practice related to the development of young children.

**ERIC Clearinghouse on** *Educational Management*
University of Oregon
Eugene, Oregon 97403
Telephone: (503) 686-5043

Leadership, management, and structure of public and private educational organizations; practice and theory of administration; preservice and inservice preparation of administrators, tasks, and processes of administration; methods and varieties of organization, organizational change, and social context of the organization.

Sites, buildings, and equipment for education; planning, financing, constructing, renovating, equipping, maintaining, operating, insuring, utilizing, and evaluating educational facilities.

**ERIC Clearinghouse on** *Handicapped and Gifted Children*
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
Telephone: (703) 620-3660

Aurally handicapped, visually handicapped, mentally handicapped, physically handicapped, emotionally disturbed, speech handicapped, learning disabilities, and the gifted; behavioral, psychomotor, and communication disorders, administration of special education services; preparation and continuing education of professional and paraprofessional personnel; preschool learning and development of the exceptional; general studies on creativity.

**ERIC Clearinghouse on** *Higher Education*
George Washington University
One DuPont Circle
Washington, D.C. 20036
Telephone: (202) 296-2597

Various subjects relating to college and university students, college and university conditions and problems, college and university programs. Curricular and instructional problems and programs, faculty, institutional research. Federal programs, professional education (medical, law, etc.), graduate education, university extension programs, teaching-learning, planning, governance, finance, evaluation, interinstitutional arrangements, and management of higher educational institutions.

**ERIC Clearinghouse on** *Information Resources*
Syracuse University
School of Education
Syracuse, New York 13210
Telephone: (315) 423-3640

Management, operation, and use of libraries; the technology to improve their operation and the education, training, and professional activities of librarians and information specialists. Educational techniques involved in microteaching, systems analysis, and programmed instruction employing audiovisual teaching aids and technology, such as television, radio, computers, and cable television, communication satellites, microfilms, and public television.

**ERIC Clearinghouse for** *Junior Colleges*
University of California
Powell Library, Room 96
405 Hilgard Avenue
Los Angeles, California 90024
Telephone: (213) 825-3931

Development, administration, and evaluation of public and private community junior colleges. Junior college students, staff, curricula, programs, libraries, and community services.

**ERIC Clearinghouse on** *Languages and Linguistics*
Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209
Telephone: (703) 528-4312

Languages and linguistics. Instructional methodology, psychology of language learning, cultural and intercultural content, application of linguistics, curricular problems and developments, teacher training and qualifications, language sciences, psycho-linguistics, theoretical and applied linguistics, language pedagogy, bilingualism, and commonly taught languages including English for speakers of other languages.

**ERIC Clearinghouse on** *Reading and Communication Skills*
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801
Telephone: (217) 328-3870

Reading, English, and communication skills, preschool through college. Educational research and development in reading, writing, speaking, and listening. Identification, diagnosis, and remediation of reading problems. Speech communication—forensics, mass communication, interpersonal and small group interaction, interpretation, rhetorical and communication theory, instruction development, speech sciences, and theater. Preparation of instructional staff and related personnel in these areas.

All aspects of reading behavior with emphasis on physiology, psychology, sociology, and teaching. Instructional materials, curricula, tests and measurement, preparation of reading teachers and specialists, and methodology at all levels. Role of libraries and other agencies in fostering and guiding reading. Diagnostic and remedial services in school and clinical settings.

**ERIC Clearinghouse on** *Rural Education and Small Schools*
New Mexico State University
Box 3AP
Las Cruces, New Mexico 88003
Telephone: (505) 646-2623

Education of Indian Americans, Mexican Americans, Spanish Americans, and migratory farm workers and their children; outdoor education; economic, cultural, social, or other factors related to educational programs in rural areas and small schools; disadvantaged of rural and small school populations.

**ERIC Clearinghouse for** *Science, Mathematics, and Environmental Education*
Ohio State University
1200 Chambers Road, Third Floor
Columbus, Ohio 43212
Telephone: (614) 422-6717

All levels of science, mathematics, and environmental education; development of curriculum and instructional materials; media applications; impact of interest, intelligence, values, and concept development upon learning; preservice and inservice teacher education and supervision.

**ERIC Clearinghouse for** *Social Studies/Social Science Education*
855 Broadway
Boulder, Colorado 80302
Telephone: (303) 492-8434

All levels of social studies and social science; all activities relating to teachers; content of disciplines; applications of learning theory, curriculum theory, child development theory, and instructional theory; research and development programs; special needs of student groups; education as a social science; social studies/social science and the community.

**ERIC Clearinghouse on** *Teacher Education*
American Association of Colleges for Teacher Education
One Dupont Circle, N.W., Suite 616
Washington, D.C. 20036
Telephone: (202) 293-7280

School personnel at all levels; all issues from selection through preservice and inservice preparation and training to retirement; curricula; educational theory and philosophy; general education not specifically covered by Educational Management Clearinghouse; Title XI NDEA Institutes not covered by subject specialty in other ERIC Clearinghouses; all aspects of physical education.

**ERIC Clearinghouse on** *Tests, Measurement, and Evaluation*
Educational Testing Service
Princeton, New Jersey 08540
Telephone: (609) 921-9000, Ext. 2176

Tests and other measurement devices; evaluation procedures and techniques; application of tests, measurement, or evaluation in educational projects or programs.

**ERIC Clearinghouse on** *Urban Education*
Box 40
Teachers College, Columbia University
525 W. 120th Street
New York, New York 10027
Telephone: (212) 678-3437

The relationship between urban life and schooling; the effect of urban experiences and environments from birth onward; the academic, intellectual, and social performance of urban children and youth from grade three through college entrance (including the effect of self concept, motivation, and other affective influences); education of urban, Puerto Rican and Asian American populations, and rural and urban black populations; programs and practices which provide learning experiences designed to meet the special needs of diverse populations served by urban schools and which build upon their unique as well as their common characteristics; structural changes in the classroom, school, school system, and community and innovative instructional practices which directly affect urban children and youth; programs, practices, and materials related to economic and ethnic discrimination, segregation, desegregation, and integration in education; issues, programs, practices, and materials related to redressing the curriculum imbalance in the treatment of ethnic minority groups.

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**Educational Resources Information Center**
(Central ERIC)
National Institute of Education
Washington, D.C. 20208
Telephone: (202) 254-5555

**ERIC Processing & Reference Facility**
4833 Rugby Avenue, Suite 303
Bethesda, Maryland 20014
Telephone: (301) 656-9723

**ERIC Document Reproduction Service**
P.O. Box 190
Arlington, Virginia 22210
Telephone: (703) 841-1212

**Macmillan Information**
866 Third Avenue
New York, New York 10022
Telephone: (212) 935-4300

# APPENDIX E

## SELECTED CAREER RESOURCES - ON A LIMITED BUDGET OF $700

A career resource center can be started with many good materials that are available at no cost. This appendix provides a listing of occupational, educational, and personal-social information materials that require purchase. The assumption is made that any equipment needed to use the materials (e.g., film and filmstrip projectors, microfiche readers) is available. The materials were selected on the basis of covering occupational, educational, and personal-social information needs within a limited budget.

*American Trade Schools Directory.* Croner Publications, Inc., Queens Village, New York 11428.
Cost: $18.00

*Barron's Guide to the Two-Year Colleges.* Barron's Educational Series, 113 Crossways Park Drive, Woodbury, New York 11875.
Volume I—Guide to junior colleges, community colleges, and technical-vocational institutes, business schools, and four-year colleges with two-year programs. Volume II—Guide to colleges offering programs in Agriculture, Applied Arts, Business and Commerce, Medicine, Ecology, Health, Public and Private Services, and Trade and Technical Fields. Cost: $16.85.

*Barron's Profiles of American Colleges.* Barron's Educational Series, Inc., 113 Crossways Park Drive, Woodbury, New York 11797.
Volume I—"Description of the Colleges"—College descriptions guide to junior colleges, community colleges, and technical-vocational institutes, business schools, and four-year colleges with two-year programs. Volume II—"Index to Major Areas of Study"—Occupational program selector designed as a guide to colleges offering programs in Agriculture, Applied Arts, Business and Commerce, Medicine, Health, Public and Private Services, and Trade and Technical Fields. Cost: Volume I—$6.95, Volume II—$4.95.

*Career Choice: A Lifelong Process.* Guidance Associates, 757 Third Avenue, New York, New York 10017.
This two-part audiovisual presentation assists individuals in understanding that career choice is a process. Part I studies factors that determine the relative importance of work and identifies three career phases people go through: exploration, building, and maintenance. Part II applies concepts explained in the first part by providing four case studies. Cost: $48.50.

*Career World.* Curriculum Innovations, Inc., 501 Lake Forest Avenue, Highwood, Illinois 60040.
This magazine, which is published monthly during the school year, is aimed at making students aware of the various careers open to them. Cost: $3.50 per student per school year; minimum of fifteen subscriptions ($31.50).

*Careers.* Parker Brothers.
Players use a board game format to accumulate combinations of fame, happiness, and money points for educational achievement levels and work experiences in various occupations. The game is of questionable relevancy to the real world of work, but has definite value as a career awareness tool. It can help stimulate group discussions on values and attitudes toward success. Cost: $5.49.

*Concise Handbook of Occupations.* J. G. Ferguson Publishing Company, Six N. Michigan Ave., Chicago, Illinois 60602 (1974).

Alphabetically arranged by careers, the information presented about each career is concise, factual, and current. A picture of a person doing each job is illustrated. Cost: $12.95.

*Coping With . . . Book Series.* American Business Service, Inc. (1970).

A set of twenty-three short paperback books that deal with problems current to junior or senior high students. Books are grouped into the following areas: *The Facts and Fantasies Books; The Crutches Books; The Getting Along With Others Books; The You-Yourself Book.* Cost: $20.00.

*Coping With Competition.* Guidance Associates, 757 Third Ave., New York, New York (1974).

Filmstrips and records show, through a narrative, common adolescent problems. Dramatic scenes deal with competition on a swim team; a family argument over education; playing for enjoyment; and playing for winning. Cost: $46.50.

*Dictionary of Occupational Titles.* U.S. Department of Labor, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Volume I—"Definitions of Titles"—Defines more than 20,000 occupations. Volume II—"Occupational Classifications"—Presents the coding system used and groups jobs according to work field, purpose, product, subject matter, industry, worker traits, and abilities. Cost: Volume I—$9.40, Volume II—$6.75.

*Decision Making for Career Development.* Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60106.

A set of activities that allows students to analyze decisions and the decision-making process through role playing situations. The kit contains four audio cassettes and student response booklets. Cost: $50.00.

*The Ebony Success Library.* Southwestern Publishing Co., 5101 Madison Rd., Cincinnati, Ohio 45227 (1973.

Volume I—"One-thousand Successful Blacks." Volume II—"Famous Blacks Give Secrets of Success." Volume III—"Career Guide."

*Encyclopedia of Careers and Vocational Guidance.* J. G. Ferguson Publishing Co., Six N. Michigan Avenue, Chicago, Illinois 60602. (1975) 1,500 pp.

This two-volume set is designed to make high school students aware of various careers. Volume I—"Planning Your Career"—discusses planning and choice. Volume II—"Careers and Occupations"—provides facts about 650 occupations. Cost: $39.50.

*Guide to College Majors.* Chronicle Guidance Publications, Inc., Moravia, New York (1976-77).

This guide is published in two volumes and is updated annually. Cost: $5.50/volume, $10.00/set.

*How to Get a Job.* Collier Macmillan Publishers, 8701 Wilshire Blvd., Beverly Hills, California 90211 (1974).

Topics of discussion in this booklet include where to look, application, interview, follow-up, test-taking, resumes, and references. Cost: $2.00.

*I Can Be Anything: Careers and Colleges for Young Women.* College Entrance Examination Board, 888 Seventh Avenue, New York, New York 10019 (1975).

This guide provides information about a wide variety of careers which women can enter. For each career, information on the job, the education needed, how many women are employed in the field, the salary range, the future for women in the career, and places to contact for further information are provided. Cost: $6.50-hard cover, $4.50-soft cover.

*If You're Not Going to College.* Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611.

This booklet provides information on occupational and training possibilities for students not planning to attend colleges. Cost: $2.10.

*An Introduction to Value Clarification.* Educational Relations Department. J. C. Penney Co., Inc., 1301 Avenue of the Americas, New York, New York 10019.

A kit containing posters, transparencies, and worksheets which starts the user thinking about "What's important to me?" and "What do I value?" Cost: $10.00.

*Job Finding Kit.* Vocational Curriculum Management Center, Commission for Vocational Education, Building 17, Airdustrial Park, Olympia, Washington 98504.

A brochure that discusses the problem of job hunting. Self-appraisal, career awareness, preparing a resume, sources of job information, and handling a job interview are topics discussed. Cost: $0.25.

*Job Hunting: Where to Begin.* Guidance Associates, 757 Third Avenue, New York, New York 10017.

A filmstrip presentation that attempts to clarify students' understanding of employment sources while helping them build self-confidence. The various types of employment agencies, the role of the job counselor, civil service exams, and how to answer want ads and handle job interviews are discussed. Cost: $48.50.

*Jobs and Gender.* Guidance Associates, 757 Third Avenue, New York, New York 10017 (1971).

Fast-paced interviews that challenge sex stereotypes about "masculine" and "feminine" work roles. Represented are a female carpenter and newspaper reporter and a male nurse and early childhood teacher. Cost: $46.50 (2 filmstrips/2 cassettes).

*Life Career Game.* Bobbs-Merrill Co., Inc., 4300 W. Second St., Indianapolis, Indiana 44268.

This game is a simulation involving education, leisure time, marriage, scholarship, and career opportunities. The game's purpose is to improve career decision making. The game is recommended for use at the senior high school and college levels. Cost: $35.00.

*Lovejoy's Career and Vocational School Guide.* Simon and Schuster, Inc., 630 Fifth Avenue, New York, New York 10020.

Cost: $7.95.

*Lovejoy's College Guide.* Simon and Schuster, Inc., 630 Fifth Avenue, New York, New York 10020.

A complete reference book covering more than 3,600 American colleges and universities. Cost: $7.95.

*Making Value Judgments: Decisions for Today.* Charles E. Merrill Publishing Company, Columbus, Ohio 43216 (1972).

Using an inquiry-oriented approach, this book helps students clarify their values in order to find their own identity and give purposeful direction to their lives. Cost: $3.00.

*Occupational Outlook Handbook.* U.S. Department of Labor, Bureau of Labor Statistics, U.S. Government Printing Office, Washington, D.C. 20402.

This standard occupational information resource provides up-to-date information on more than 800 occupations in thirty industries. Information provided describes the type of work, education requirements, job predictions, salary ranges, places of employment, and sources of additional information for each occupation. Cost: $6.95.

*Occupational Outlook Quarterly.* Superintendent of Documents, Government Printing Office, Washington, D.C. 20402.

Cost: $1.50/year.

*Occupational View-Deck.* Chronicle Guidance Publications, Moravia, New York 13118.

This self-evaluative counseling aid offers students opportunities to explore 605 occupations in order to find those compatible with their temperament, interests, education, training programs, physical capabilities, and desired working conditions. Cost: $90.00.

*The Official College Entrance Examination Board Guide to Financial Aid for Students and Parents.* Elizabeth W. Suchar and Phyllis Harris. Simon and Schuster, Inc., One West 39th Street, New York, New York 10018.

This book provides practical financial aid information for college-bound students, their parents, and their advisors. Cost: $4.95.

*Resume Workbook,* Fourth Edition. Caroll Press Publishers. Princeton, Rhode Island 02920 (1970).

This workbook is designed to help individuals write a resume. It provides helpful suggestions to audiences ranging from high school dropouts to persons returning to the labor market. Cost: $5.00.

*Student Aid Manual.* Chronicle Guidance Publications, Inc. Moravia, New York (1977).

This guide is periodically updated. Cost: $7.50.

*Values Clarification: A Handbook of Practical Strategies for Teacher and Students.* Pennant Educational Materials.

This book contains strategy situations designed to engage individuals in the examination of values. The strategies force individuals to examine their own feelings, ideas, and beliefs to relate values to their decisions.

*What Color Is Your Parachute?* Richard Nelson Bolles. Ten Speed Press, Box 3410, Berkeley, California 94704.

This illustrated book is designed to assist individuals who are in the process of job hunting. A step-by-step plan is described on how to obtain a job on one's own, how to find the jobs that are never advertised, and how to choose experts who can help. Cost: $8.95.

*What To Do After High School.* Charles G. Spiegler and William B. Reiner, Science Research Associate, 259 East Erie Street, Chicago, Illinois 60611.

A book geared towards noncollege bound students which helps them look at their abilities, interests, and achievements in relation to the world of work and their entry into it. Information about on-the-job training, apprenticeships, public and private vocational schools, technical institutes, community colleges, and the armed forces is provided. Cost: $3.10.

*Why Am I Afraid to Tell You Who I Am?* Argus Communications, 7440 Natchex Avenue, Niles, Illinois 60608.

This set of activities explores how emotions affect actions and decisions. Through exposure to the activities, students recognize the classic poses that individuals use to hide their real selves from others. The kit includes a paperback book, character cards, filmstrips, and records or cassettes. Cost: $55.00.

*Your First Work on the Job.* Guidance Associates, 757 Third Avenue, New York, New York 10017.

This kit provides humorous dramatizations that help reduce the high school student's anxiety towards the first job; prepares him/her for coping with new personalities, rules, and decisions; and stimulates relaxed group talk about entering the world of work. Cost: $48.50.

# APPENDIX F

# COMPUTER-ASSISTED GUIDANCE

## THE COMPUTERIZED VOCATIONAL INFORMATION SYSTEM (CVIS)

CVIS is a sophisticated guidance tool with which students explore information about themselves, possible occupations, and educational opportunities. Students interact with a system/370 by means of on-line display terminals, which display information on colleges, occupations, trade and technical schools, apprenticeship programs, military service opportunities, financial aids, and local employment. Information provided to counselors may include student transcripts, grade information, standardized test scores, current class schedules and health records.

A major advantage of using CVIS is its capability to quickly sort through a mass of data which meets the student's specifications and needs. CVIS currently includes guidance applications at the junior, secondary, and community college levels, but is not restricted to these areas. It is available to users of IBM equipment from the CVIS consortium.

## EDUCATIONAL AND CAREER EXPLORATION SYSTEM (ECES IV)

ECES began as a computer-based career information retrieval system for high school students. Over time, ECES has emerged as a total career development system. It is the foundation for a career development delivery system that equips students with both the information they need to plan their careers, and the skills they need to implement those plans. The human component focuses on delivering career development skills to students and assisting them in personalizing their development and implementation of their own career plan. The computer component provides a vast resource of supportive services which make the ultimate delivery to the student possible. ECES IV is currently under development at the Genesee Intermediate School District, Flint, Michigan.

Students progress through six steps described below in using ECES.

*Step 1: Awareness*

Students become aware of who they are and what they want in life in this step. During this step, the students make self-estimates of their interests, educational aspirations, work values, personal values, and learning abilities. This information helps them to understand how different career options can meet their needs. Their understanding of different occupational groups is assessed in this step. Also, a decision making overview is presented to the students. This step is primarily off-line from the computer and utilizes a color filmstrip or microfiche presentation which may be used in a group guidance or classroom setting.

*Step 2: Search*

A search strategy is available which helps students focus on preferred occupational options. Students focus on these options by using their interest test scores, self-estimates of their interests, the salary level they would want, the high school courses they like, the amount of education they plan to complete, and the kind of work activities they prefer. Their search strategy suggests occupations to explore based on the criteria listed above.

*Step 3: Explore*

In this step, students become aware of the many career alternatives from which they may choose. They do this by exploring occupations, educational programs, vocational-technical schools, and colleges and universities. The fourth version of the Educational and Career Exploration System, ECES IV, contains five libraries of information—Occupations; Educational Programs; Charts; Vocational-Technical School and College Finder; and Manpower, Occupational and Career Information Clearinghouse (MOCIC).

*Step 4: Experience*

The students experience six phases during this step. First, the students learn how to make a decision about their internships which could be their "Day-On-The-Job" and/or "Exploring Career Program" options. Second, they learn how to write a letter of application for their internship experience. Third, they learn how to interview for their internship. Fourth, they arrange for and have their internship experience. Fifth, they rate their internship experience to help decide if their tentative occupational choices still meet their requirements. Sixth, the students view assessments of themselves as rated by their teachers, employers, and themselves.

*Step 5: Plan*

The students learn how to make several different types of decisions during this step. They learn how to use values and favorability scales to decide between two options in seven content areas. These content areas relate to choices for occupations, educational programs, levels of education, schools and colleges, high school courses, college courses, and personal options. Also, this step includes a career plan verification process which integrates students' plans in the occupational, educational programs, schools or colleges, and high school courses areas.

*Step 6: Placement*

Students and employers are involved in this step. Students may gain access to information about available job openings in the employer placement component. Employers may gain access to information about available students looking for jobs in the student placement component. The MOCIC component is accessible directly to obtain current manpower, occupational, and career information needed in career exploration, decision making, planning, and placement.

Students involved with the ECES Career Planning Center will be guided through the first five steps. The local school district's placement personnel will coordinate involvement with the sixth step, placement.

Students who complete the five steps will experience a comprehensive career exploration, decision making and planning process. They will benefit from the program by learning the career development skills necessary for processing the career information. The outcomes of the process will be an individualized career plan for each student.

**GUIDANCE INFORMATION SYSTEM (GIS)**

The Guidance Information System (GIS) is a comprehensive career information system. It was designed for use by high school and junior college students, counselors, teachers, administrators, and any persons involved in career planning. Its purpose is to help the user get quick and meaningful information about occupations, schooling after high school, and sources of financial assistance.

GIS has two parts. One part is the information system (or computer) and the other is made up of multi-media career resource materials. The information system contains four major files: four-year college file, two-year college file, occupational file, and the scholarship and financial aid file.

Each of these files contains extensive information on its particular subject. The occupational file, for instance, contains data on thousands of occupations with such information as wage levels, required skills, job outlook, related fields, and educational requirements.

The multi-media career resource materials are a supplement to the computing part of GIS. There are filmstrips which picture a variety of unusual jobs; kits containing both brief and detailed summaries of particular careers and vocations; materials which index not only occupations according to the USOE job clusters but also contain reference numbers for use with the *Dictionary of Occupational Titles.*

For the college-bound student there is the *National College Catalog Service.* This service provides microfiche of more than 1,500 college catalogs.

**SYSTEM OF INTERACTIVE GUIDANCE AND INFORMATION (SIGI)**

SIGI is a computer-based System of Interactive Guidance and Information designed to help students in two-year and four-year colleges make career decisions. It has been developed at Educational Testing Service with the help of grants from the Carnegie Corporation and the National Science Foundation.

SIGI is designed to assist students in understanding and making career decisions. Each student represents a unique combination of values, interests, abilities, perceptions, preferences, and plans. The program is designed so that students who are at different stages in career decision making may use SIGI in distinctive ways.

The main purposes of SIGI are to increase students' freedom of choice, to develop their understanding of the elements involved in choice, and to improve their competence in the process of making informed and rational career decisions.

Subsystems contained within SIGI are outlined on the following page.

| Subsystem | What the Student Does | Questions Answered |
|---|---|---|
| Introduction | Learns concepts and uses of major sections listed below. | Where do you stand now in your career decision making? What help do you need? |
| I. Values | Examines 10 occupational values and weights importance of each one. | What satisfactions do you want in an occupation? What are you willing to give up? |
| II. Locate | Puts in specifications on 5 values at a time and gets lists of occupations that meet specifications. | Where can you find what you want? What occupations should you look into? |
| III. Compare | Asks pointed questions and gets specific information about occupations of interest. | What would you like to know about occupations that you are considering? Should you reduce your list? |
| IV. Prediction | Finds out probabilities of getting various marks in key courses of preparatory programs of occupations. | Can you make the grade? What are your chances of success in preparing for each occupation you are considering? |
| V. Planning | Gets displays of program for entering each occupation, licensing, or certification requirements, and sources of financial aid. | How do you get from here to there? What steps do you take to enter an occupation you are considering? |
| VI. Strategy | Evaluates occupations in terms of the rewards they offer and the risks of trying to enter them. | Which occupations fit your values best? How do you decide between an occupation that is highly desirable but risky and one that is less desirable but easier to prepare for? |

# APPENDIX G

# DESIGNING A CAREER RESOURCE CENTER: A SELECT BIBLIOGRAPHY

*Career Center Filmstrips.* By Thomas Jacobson, Ph.D., 5945 Highgate Ct., La Mesa, California 92041.

Two 35 mm color filmstrips with accompanying sound cassette tapes designed to assist counselors, teachers, paraprofessionals, parent groups, school administrators and others with all of the necessary steps involved in the planning, development, organization, and operation of junior and senior high school career centers.

Junior High School Career Center Filmstrip w/cassette
Tape—97 frames—28 minutes . . . . . $25
Senior High School Career Center Filmstrip w/cassette
Tape—107 frames—28 minutes . . . . . $25
Both Filmstrips w/cassette tape
204 frames—28 minutes each . . . . . $40

*Career Information in Counseling and Teaching.* By Lee E. Isacson, Allyn and Bacon, Boston, 2nd ed., 1971, 582 pp.

Describes current theories of career development and deals with the applied aspects of career information—how a person prepares for a career, how career materials are organized and managed, and how they are used with many types of clientele in various kinds of settings.

*Career Information Service: A Guide to Its Development and Use.* By Duncan F. Circle, David B. Clemens, Arthur M. Knoll, and Dorothea C. Overholt, Massachusetts Department of Education, 1968.

Describes the development of a comprehensive career information service to students and professional staff in the Newton, Massachusetts, Public Schools.

*The Career Resource Center.* By John Meerbach, ERIC Clearinghouse on Counseling and Personnel Services, 1975, 146 pp.

Describes how to develop and implement a career resource center, from conception to evaluation. Six brief vignettes are presented which focus on bringing career education into different types of schools (ED 109 590, EDRS Price: MF-$0.83 HC-Not Available from EDRS).

*Career Resource Center: A Handbook for Implementation,* Publication No. 0002. By Robert E. Sullivan, New Jersey State Department of Education, Division of Vocational Education, June 1975, 96 pp.

Includes appendixes on implementing career resource centers, career center floor plans, correspondence, forms, careers related to subject areas, an explanatory flyer for students, and evaluation instruments. (ED 112 213, EDRS Price: MF-$0.76 HC-$4.43 plus postage.)

*The Career Resource Center: Putting It All Together.* By Steve Sweetland and Dennis Niebeling, Minnesota Department of Education, Pupil Personnel Services Section, 1975, 140 pp.

Defines one process model by which career resource centers can become established in the schools. This guide features many procedures, materials, and ideas that focus on the career needs of youth.

"Career Resource Centers." By John Meerbach, in *New Vistas in Counseling,* Gary R. Walz and Libby Benjamin, eds. Human Sciences Press, 72 Fifth Avenue, New York, New York 10011 (In Press).

*CERL Project (Career Education Resource Laboratory Project) Final Report, Phase II.* By Carol Sanders et al., Eastern Illinois University, May 1975, 59 pp.

Provides information on a university-based career education resource laboratory that serves 125 schools through monthly newsletters, workshops, directory of local industry resources and services, and a library of career education materials. (ED 110 663, EDRS Price: MF-$0.76 HC-$3.32 plus postage.)

*Comprehensive Guide to Successful Grantmanship.* By William J. Hill, Grant Development Institute, 2552 Ridge Road, Littleton, Colorado 80120.(1972). Price—$24.00.

A general guide, with a monthly newsletter as a supplement. Subjects include: fundamentals of successful grantmanship, how to organize a successful grant program, the ten phases of grant development, how to write and evaluate grant proposals, tools for successful grant development, and candid thoughts on federal grants.

*Desk Reference: Facilitating Career Counseling and Placement.* By Jan L. Novak and Wayne A. Hammerstrom, Wisconsin Vocational Studies Center, 1977, 161 pp.

Helps answer questions dealing with career guidance including how to infuse it into the classroom, how to select the information materials, and how to store them so they can receive maximum use by both educators and students. (Available from The Center for Vocational Education Publications, 1960 Kenny Road, Columbus, Ohio 43210, Price—$9.75.)

*Developing Skills in Proposal Writing.* By Mary Hill, Continuing Education Publications, Waldo Hall 100, Corvallis, Oregon 97331 (1972). Price—$10.00.

A comprehensive work in the field.

*The Development of 17 Career Resource Centers in Pennsylvania.* By James P. Lewis, Pennsylvania State Department of Education, Bureau of Information Systems, 1975, 76 pp.

Provides practical information on the day-to-day operations of career resource center. Covers topics such as: Scheduling students for the career resource centers, faculty orientation, most used career development instruments, and evaluation of materials and equipment. (ED 120 389, EDRS Price: MF-$0.83 HC-$4.67 plus postage.)

*Educator's Handbook for Secondary Career Guidance Programs: New Hampshire Guidelines.* By Richard A. Gustafson, Josephine B. Hayslip, Philip Rimball, and Lynda Moore, New Hampshire Research Coordinating Unit; 1975, 148 pp.

Aids educators and counselors in formulating a career guidance program to be implemented at the local level. One portion of the handbook discusses the establishment of career information centers.

*Guidelines for Establishing Career Guidance Centers.* By Robert Ciauri and Mark Lyons, San Bernardino County, California, 1975 (revised).

Describes the career guidance center in terms of its development, purpose, uses, reosurces, and application to career decision making.

*Innovations in the Use of Career Information.* By Joyce M. Chick, Guidance Monograph Series IV: Career Information and Development, Houghton Mifflin Company, Boston, 1970, 63 pp.

Describes some of the new approaches that make use of new technological devices and new concepts of the counselor's functions in using career information.

*Occupational Information: Where to Get It and How to Use It in Counseling and Teaching.* By Robert Hoppock, McGraw-Hill Book Company, New York, New York, 1967, 598 pp.

Identifies kinds of occupational information that counselors and clients need and suggests where to get it and how to appraise, classify and file it; discusses basic theories of vocational choice and development and the use of occupational information; considers the principles and methods of teaching occupations; and describes a variety of ways in which occupational information may be presented to groups of all kinds.

*Paraprofessionals in Occupational Resource Centers.* By Arthur Leland, Charles Stevens, Virginia Siddall, and Marilyn Singer, Massachusetts Department of Education, 1974, 97 pp.

Serves as a basic information source for those who seek to establish an occupational resource center, who are seeking information concerning paraprofessional training programs, or who simply wish to expand their awareness of the programs and materials available in their career education field.

*A Study of Career Centers in the State of California: Final Report.* By Stephen H. Ellis et al., Grossmont Union High School District, June 1975, 191 pp.

Gives detailed suggestions on ways to implement, maintain, and improve a career center. Examines the questions: What is a career center? What does a career center do? Who uses the career center? (ED 113 442, EDRS Price: MF-$0.76 HC-$9.51 plus postage.)